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THE STATUS OF THE MONTANA EDUCATION ASSOCIATION
AS SEEN BY MONTANA TEACHERS

by

JOSEPH H. LUTZ

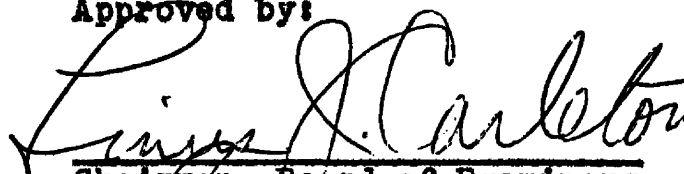
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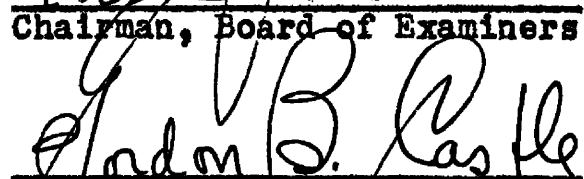
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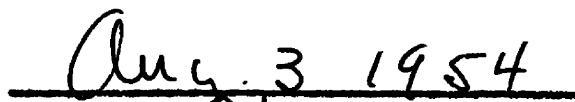
MONTANA STATE UNIVERSITY

1954

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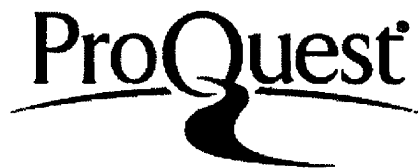


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TABLE OF CONTENTS

CHAPTER	PAGE
I. THE NATURE AND SCOPE OF THE PROBLEM	1
Statement of the problem.	1
Background and introduction to the problem. .	1
Importance of the problem	2
Purposes of the study	3
II. RESEARCH TECHNIQUES AND DEFINITION OF TERMS . .	4
Introduction.	4
Methods of research	5
Personal interviews	5
Mail questionnaire.	5
Related literature.	7
Definition of terms	11
III. REVIEW OF RELATED LITERATURE.	13
Introduction.	13
Comparative studies	14
The ISEA membership survey.	14
Wayne Stenson's study	15
Ideals for state teachers associations. . . .	16
The ideal state association	16
Activities of state associations.	17
The organization of the Montana Education	
Association	20
Limitations of this study	25

CHAPTER	PAGE
IV. A WORD FROM MONTANA TEACHERS	26
Personal interview results	26
Findings of the questionnaire study.	27
V. SUMMARY AND RECOMMENDATIONS.	54
Purpose of the study	54
Procedures used in conducting the study. . .	54
Summary of the findings.	55
Recommendations.	59
Suggestions for further study.	62
BIBLIOGRAPHY	63
APPENDIX A. Copies of letters and questionnaire	
with total tabulations	66
APPENDIX B. Sampling distribution map by Montana	
Education Association district	79
APPENDIX C. Numbers of responses to questionnaire	
questions from each Montana Education Association	
district	81

LIST OF TABLES

TABLE	PAGE
I. Numbers of Montana Educators in Various Categories Who Answered the Questionnaire Dealing With the Status of the Montana Education Association	8
II. Frequency of Mention by 37 Montana teachers of Problem Areas in the Montana Education Association	28
III. Numbers of Responses of Teachers to Questions Dealing With Membership in the Montana Education Association	30
IV. Numbers of Responses of Teachers to Questions Dealing With Montana Education Association Dues.	31
V. Frequency of Responses of Amounts or Percentages of Salaries That 230 Montana Teachers Considered "About Right" for Membership Dues in the Montana Education Association	32
VI. Numbers of Responses of Teachers to Questions Dealing With Communications Between the Individual Members and the Home Office of the Montana Education Association	33
VII. Numbers of Responses of Teachers to Questions Dealing With Welfare Bargaining Practices in the Montana Education Association.	34

TABLE	PAGE
VIII. Numbers of Responses of Teachers to Questions Dealing With Individual Interest and Participation in the Montana Education Association.	36
IX. Numbers of Responses of Teachers to Questions Dealing With Control by School Administrators in Affairs of the Montana Education Association.	37
X. Numbers of Responses of Teachers to Questions Dealing With Membership Participation in the Planning and Evaluating of District Conventions in the Montana Education Association.	39
XI. Numbers of Responses of Teachers to Questions Dealing With Leadership Practices in the Montana Education Association.	41
XII. Numbers of Responses of Teachers to Questions Dealing With Representation by Elected Officials in the Montana Education Association.	44
XIII. Numbers of Responses of Teachers to Questions Dealing With Definiteness of the Montana Education Association Program.	45

TABLE	PAGE
XIV. Numbers of Responses of Teachers to Questions Dealing With Public Relations Practices and Opinions in the Montana Education Association	47
XV. Numbers of Responses of Teachers to Questions Dealing With the Work of Training Institutions in Preparing Professionally Minded Teachers	48
XVI. Numbers of Responses of Teachers to Questions Dealing With the Work of State Level Standing Committees in the Montana Education Association	49
XVII. Numbers of Responses of Teachers to Questions Dealing With a Functional Code of Ethics for the Montana Education Association . . .	50
XVIII. Numbers of Responses of Teachers to Questions Dealing With A Legal Status for the Montana Education Association	51
XIX. Numbers of Responses of Teachers to Questions Dealing With Effecting Recommendations of the Montana Education Association Delegate Assembly.	52

LIST OF FIGURES

FIGURE	PAGE
1. Organization Chart, Montana Education Association	22

CHAPTER I

THE NATURE AND SCOPE OF THE PROBLEM

Statement of the Problem

Montana Education Association members have been concerned from time to time about the usefulness and effectiveness of their professional organization. In recent years, many Montana teachers have expressed concern about the work of the organization; some have indicated marked dissatisfaction. To investigate the Montana Education Association from the membership's viewpoint in an attempt to locate areas of dissatisfaction and to determine possible remedies seemed a worthwhile undertaking.

Background and Introduction to the Problem

In the last few years, with the entrance of young teachers--particularly those who served in the armed services in World War II--into the teaching profession, a greater-than-usual interest in the Montana Education Association has been aroused. Those young people, immediately concerned with the good to be gained from membership in a professional organization, have been insistent in asking what the Montana Education Association has done for its members.

Active interest and participation in Association activities has brought to light a point of view, shared by

many teachers, that some basic areas of dissatisfaction exist in the organization--that the work of the Montana Education Association has not been as effective as it should be.

These feelings of teachers have indicated a need for a study of the Association and its membership to determine strengths, weaknesses, and exact areas where improvement is desirable. In addition, suggestions for improvement should come from such a study.

Importance of the Problem

Obviously, if the Montana Education Association is to be of value to its members and to the boys and girls of Montana, whom it serves, its survival and progress are matters of importance. Of necessity, associations of this type are dependent on a well satisfied membership. A professional organization of teachers must be constantly aware of the needs of its members individually and collectively. Willard E. Givens, former Executive Secretary of the National Education Association, emphasizes this point when he says,

A strong united teaching profession depends upon the local association, the state association, and the national association working together effectively. The local association is the cradle of democracy in professional organization. . . . It is the training ground of leadership, a laboratory of cooperative projects. . . .¹

¹ National Education Association, NEA Handbook For Local, State and National Associations (Washington, D. C.: The Association, 1951), p. 61.

Keeping in mind that a well satisfied membership is kept that way by the association performing worthwhile services in their behalf, the implications regarding this problem are clear; if a number of weaknesses have existed in the Montana Education Association, the time has come to find those weaknesses and take steps to remedy them.

The Executive Council of the Montana Education Association confirmed the notion that such a study was important when it took action in September, 1953 to finance the complete mailing cost of the questionnaire used in conjunction with this study.

Purposes of the Study

As indicated in the statement of the problem, the basic purpose of this study was to determine what the individual members of the Montana Education Association thought of their professional organization, and what implications those ideas held for improvement of the organization.

Specifically, the objectives of this study were:

1. To determine the general problem areas in the Montana Education Association.
2. To determine the individual teacher's point of view in relation to the general problem areas.
3. To make recommendations for improvement based on the findings.

CHAPTER II

RESEARCH TECHNIQUES AND DEFINITION OF TERMS

Introduction

When this study was initiated, it was assumed that Montana teachers themselves could best furnish a sound basis for the investigation. Teachers seemed the best possible source for determining what teachers thought and did about their professional organization. As a result of that assumption, teachers in attendance at Montana State University during the 1953 Summer Session were interviewed. The teachers mentioned were most available at that particular time. Information gained from contact with those teachers was intended to provide a general understanding of the feelings and ideas that teachers entertained concerning the Montana Education Association.

A general understanding gained through contacting these Montana teachers was then to serve as a basis for a more extensive study that dealt with specific ideas, facts, and opinions about the organization.

A survey was made of information that was related to this study by means of library research, correspondence with organizations similar to the Montana Education Association, and by personal discussions with persons making similar studies.

Methods of Research

Personal Interviews:

To determine general problem areas in the Montana Education Association, informal, discussion-type interviews were conducted with thirty-seven Montana teachers attending Montana State University during the summer of 1953. No attempt was made to control the interviews. Participants were encouraged to discuss the Montana Education Association freely and in any manner they wished. An attempt was made to determine from the information gained, the areas where problems existed.

Mail Questionnaire:

As a means of gaining specific information from Montana teachers, in the problem areas defined above, a questionnaire (see Appendix A) was constructed and mailed to a random sampling of Montana teachers.

Population-The sample was drawn from the entire Montana Education Association membership list provided by the Home Office.

Sample-The sample taken was 10 per cent of the total population.

Selection of sample-A stratified, random sampling method was used in selecting the teachers to whom questionnaires were to be mailed. The total population was stratified into the five Montana Education Association Districts because the membership listing was organized in

that manner. Tippet's¹ tables of random numbers were used in selecting 10 per cent of the members of each Montana Education Association District. (See Appendix B, for the state-wide sampling distribution.)

Plan of Categorization-It was felt that certain factors might tend to influence the answers given by respondents. To provide for variant answers, those pre-determined factors were provided for in the questionnaire. The classification factors that were considered important were:

1. Type of position.
2. Level of teaching.
3. Size of school district.
4. Years experience in present location.
5. Years experience in Montana.
6. Years experience as an educator.
7. Professional training and certification.
8. Age.
9. Sex.
10. Marital status and number of children.
11. Salary.
12. Religious affiliation.

This plan of categorization was included primarily so that further research might be conducted if it seemed desirable. Time did not permit a breakdown of answers by

¹ L. H. C. Tippet, Random Sampling Numbers (No. XV, E. S. Pearson, editor, Tracts For Computers, London: Cambridge University Press, 1950), pp. 1-26.

categories in this study.

Time involved-The study was started in June, 1953 and completed in July, 1954. The field work, by necessity, was done during the 1953-1954 school year.

Returns-440 questionnaires were sent out and 273 were returned. The over-all return was 62 per cent. The return of questionnaires, by Montana Education Association District, is shown below:

<u>District</u>	<u>Number Sent Out</u>	<u>Number Returned</u>	<u>Per Cent Of Return</u>
Southwest	60	39	65
Western	98	63	64
Eastern	118	67	56
North Central	122	76	62
North Eastern	42	28	66

A break-down of the categories of Montana teachers who answered the questionnaire is shown on the following pages in Table I. The reader will note the wide distribution of teachers in each of the various categories.

Related Literature:

Materials from the Montana State University Library were the principal sources of related literature. Other materials were obtained through personal correspondence with the following organizations:

1. The Montana Education Association.
2. The National Education Association.
3. The United States Office of Education.

TABLE I

NUMBERS OF MONTANA EDUCATORS IN VARIOUS CATEGORIES
WHO ANSWERED THE QUESTIONNAIRES DEALING WITH THE
STATUS OF THE MONTANA EDUCATION ASSOCIATION

Categories	Numbers
1. Type of Position	
a. Teacher	225
b. Supervisor	3
c. Principal	23
d. Superintendent	18
2. Level of Position	
a. Elementary	109
b. Secondary	96
c. Elementary and Secondary	41
d. College	7
3. Size of District	
a. 1st Class	90
b. 2nd Class	81
c. 3rd Class-Town	55
d. 3rd Class-Rural	31
4. Experience in Present Location	
a. 1 to 2 years	80
b. 3 to 5 years	68
c. 6 to 10 years	71
d. Over 10 years	33
5. Experience in Montana	
a. 1 to 5 years	94
b. 6 to 10 years	50
c. 11 to 15 years	35
d. Over 15 years	63
6. Experience Out-of-State	
a. None	138
b. 1 to 5 years	71
c. 6 to 10 years	43
d. 11 to 15 years	7
e. Over 15 years	7

TABLE I (continued)

NUMBERS OF MONTANA EDUCATORS IN VARIOUS CATEGORIES
WHO ANSWERED THE QUESTIONNAIRES DEALING WITH THE
STATUS OF THE MONTANA EDUCATION ASSOCIATION

Categories	Numbers
7. Experience as an Educator	
a. 1 to 5 years	62
b. 6 to 10 years	41
c. 11 to 15 years	46
d. Over 15 years	93
8. Professional Training Above High School	
a. Less than 2 years	12
b. 2 years	29
c. 3 years	32
d. 4 years	81
e. 5 years	57
f. Over 5 years	35
9. Degree Held	
a. None	47
b. Bachelors	115
c. Masters	59
d. Others	2
10. Certificate Held	
a. Emergency	7
b. Elementary Special	3
c. Secondary Special	7
d. Elementary Temporary	7
e. Secondary Temporary	0
f. Elementary Standard	34
g. Secondary Standard	66
h. Elementary Life	60
i. Secondary Life	59
j. Elementary Advanced	7
k. Secondary Advanced	8
l. Others	14

TABLE I (continued)

NUMBERS OF MONTANA EDUCATORS IN VARIOUS CATEGORIES
WHO ANSWERED THE QUESTIONNAIRES DEALING WITH THE
STATUS OF THE MONTANA EDUCATION ASSOCIATION

Categories	Numbers
11. Age	
a. 20 to 30 years	68
b. 31 to 40 years	68
c. 41 to 50 years	54
d. Over 50 years	66
12. Sex	
a. Male	118
b. Female	129
13. Marital Status	
a. Single	83
b. Married	163
14. Teaching Status in Married Families	
a. Wife teacher	57
b. Husband teacher	86
c. Both Husband and Wife teach	18
15. Children in Married Families	
a. None	44
b. 1 child	35
c. 2 children	54
d. 3 children	25
e. 4 children	9
f. Over 4 children	7
16. Salary	
a. Under 3000 dollars	24
b. 3000 to 4000 dollars	117
c. 4000 to 5000 dollars	84
d. Over 5000 dollars	28
17. Religious Affiliation	
a. None	9
b. Protestant	207
c. Catholic	29
d. Other	3

Definition of Terms

Montana Teachers:

Montana teachers, as referred to in this study, includes all Montana educators who were members of the Montana Education Association at the time this study was initiated. Included in these Montana teachers were classroom teachers, supervisors, principals, superintendents, and college instructors.

Montana Education Association:

This term refers to a state organization for teachers that exists in Montana. Membership in the Association is voluntary for the majority of teachers and is open to any Montana educator employed at least half-time by a school supported by public funds. Others eligible for membership are public school trustees, college students preparing for the teaching profession, and persons who have been active members of the Association for five or more years consecutively, but who are out of teaching temporarily.²

Home Office:

The Home Office of the Montana Education Association is the building in Helena, Montana that houses the paid staff members of the Association.

² "Constitution of the Montana Education Association", (unpublished-Adopted, November, 1921; Revised and Codified, 1950-1951), p. 1.

Home Office Staff:

The Home Office Staff are those persons hired by the Association. It includes (1) the Executive Secretary, (2) the Assistant Secretary, (3) the Field Services Director, (4) the Managing Editor of the Montana Education, and (5) any other assistants or clerical help that are considered necessary from time to time.

CHAPTER III

REVIEW OF RELATED LITERATURE

Introduction

Only two studies were found that were definitely pertinent to this study. One of these was provided on a short loan basis by the National Education Association and represented the only study that the National Association had record of that was similar to this study. The other study was in its initial stages at the time of this writing. A summary of both are given as comparative studies.

A large amount of material has been written about teacher associations regarding the theory of how an association should be organized, what activities it should participate in, what its purposes should be, and how it should function. Most of this literature deals with ideal situations and not with actual practices of a state teachers' organization.

With regard to the organization, purpose, and functioning of the Montana Education Association, its Constitution provides information relevant to this study.

A summary of materials that describes an ideal state teachers association and the organization of the Montana Education Association is included to furnish an understanding of the organizational status of the Montana

Education Association and to provide a foundation upon which recommendations may be made.

Comparative Studies

The ISEA Membership Survey:

The Iowa State Education Association conducted a study in 1949 entitled A Word From Our Membership¹. "It represents a research study in all essentials such as purposes, elements analyzed, and field work."²

The ISEA study is comparable to this study in that it consists of a survey of facts and opinions of members of the state educational association. It is more precisely delimited than this study in that it asks for information in three pre-determined areas; two dealing with how well-informed members were concerning legislative programs and purposes and functions of the association, and one dealing with factual information regarding local living conditions.

Data for the ISEA study were secured by interviewing a random sampling of the total membership. Interviews were conducted by volunteer field workers who used an eight-page questionnaire.

Results of the interviews were interpreted

¹ ISEA, A Word From Our Membership (Des Moines: Iowa State Education Association, 1949).

² Ibid, p. 11.

graphically for the most part. The analysis of data and preparation of the report was conducted by the Research Division of the Iowa State Education Association.

Wayne Stenson's Study³:

Wayne Stenson, a graduate student at Montana State University, was in the initial stages of conducting a study of the Local Education Association situation in his home state of Washington. His purpose was to provide data that would be helpful in creating a more effective local professional organization for teachers.

Initially, Mr. Stenson made several assumptions as to what is needed to make a local organization more effective. Included in his assumptions were:

1. A strong ethical code.
2. A professional teachers statute.
3. Social strength for teachers.
4. Security for teachers.
5. Teacher welfare consideration.
6. More direct contact with the state organization.
7. A more professional attitude.
8. Better public relations.
9. A more direct part in politics.
10. Interest in Future Teachers' Clubs.

³ Information set forth here was gained from personal interviews with Mr. Stenson during the summer of 1953.

11. Schoolmasters' clubs.

Mr. Stenson planned to collect data for the study through use of a questionnaire and a personal interview check list.

This study was not completed at the time of this writing.

Ideals For State Teachers Associations

The Ideal State Association:

The points that follow were taken directly from the NEA Handbook.⁴

1. Is motivated by a definite statement of purpose with emphasis on the welfare of the child, promotion of the cause of education, and advancement of the interests of teachers.

2. Has adopted the Centennial Action Program and has an action program for its state with specific goals to guide immediate and longterm effort.

3. Emphasizes the development of strong local associations. It either has or is working toward a perfect pattern of local associations which would give opportunity for every member to work on the problems of the profession.

4. Is integrated with local and national associations, on a united-dues basis.

5. Is adequately financed, largely by annual dues. A fee of 1% of the annual salary would be a reasonable amount for unified dues-local, state, national, and departmental.

6. Is governed by a delegate assembly large enough to represent the various areas of the state and of the profession and small enough to transact the business of the association efficiently.

⁴ National Education Association, NEA Handbook For Local, State and National Associations (Washington, D. C.: The Association, 1953), p. 85.

7. Has an executive committee which acts for the association between meetings of the delegate assembly.

8. Has functioning departments for subjectmatter and administrative areas.

9. Has standing committees transacting routine business and at work on the solution of continuing major problems.

10. Has special committees for the solution of particular problems.

11. Has an ethics commission to disseminate, interpret, and enforce the ideals and standards of the profession thru a well-formulated code of ethics.

12. Has a legislative commission to promote larger units of administration, adequate financial support of education, higher standards of certification, minimum salary laws, a retirement system, tenure and sickleave regulations, and other provisions for educational progress.

13. Carries on a service program of conventions, research, publications, public relations, and professional study.

14. Is serviced by an efficient and adequate staff of well-housed and well-paid employes, which may include an executive secretary, an editor of the state association magazine, a director of research, a director of public relations and field services, and a reasonable number of clerical assistants.

Activities of State Associations:

Probably no two state associations are alike in all respects, however, certain activities of state groups are common to all. In the modern-day state associations, Marsh⁵ says, service activities are sufficiently well defined to be separately designated. The discussion to

⁵ A. L. Marsh, The Organized Teacher (National Association of Secretaries of State Educational Associations 1936), p. 16.

follow, of the common services of state associations, were listed by Marsh.⁶

1. Convention-The yearly meeting of teachers dates well back into history. Generally, today, it is held in several city centers at a regional or district level. Association business is not normally a part of convention programs.

The purpose of the convention is to supply pedagogical inspiration and information to enlarge and enrich the teachers' possession of ideas and ideals and to afford professional contacts to make for finer morale and greater personal satisfaction in service.⁷

The convention program usually consists of a general-type assembly for inspirational speakers and departmentalized meetings for classified groups.

2. Journal-A monthly magazine is published during the school year and distributed to all members of the association. Basically, the journal serves as a "house-organ", conveying information concerned with the activities of the association. In addition, when space is available, it serves as a state magazine of education.

3. Legislation-Educational legislation constitutes one of the chief activities of the state associations. Statewide determination of school policy as a replacement of local school district autonomy has forced this responsibility on to state associations.

⁶ Ibid., pp. 16ff.

⁷ Ibid., p. 19.

4. Fact-Finding and Information Service-The development of the scientific attitude among intelligent citizens has made it necessary to present essential, relevant facts in discussion of any school issue. Many state associations have assumed the responsibility for gathering and distributing pertinent facts for the timely use of its membership in campaigning for promotion of the educational program.

5. Field Service-State associations, believing that professional growth is fostered by means of frequent personal contacts, have provided staff officials to visit local groups, to confer with leaders, and to address local groups on current issues. This service results in keeping local groups appreciative and participative in relation to the statewide program.

6. Public Relations-Since "the public school is the public's school", the decisions for broad policy rest with the public. To include the public as participants in deciding school issues is highly desirable. Interpretation of present day education to interested public groups is an important activity of state associations.

7. Teacher Welfare-The human interests and needs of teachers are recognized as an important concern of state associations. Salaries, security, and retirement have been chief areas of concern.

8. Professional Literature-A book service for schools and teachers is provided by several state associations.

9. National Cooperation-Many state associations have taken on the job of counseling the national association, sending delegates to national conventions, and encouraging membership in the national organization.

The Organization of the Montana Education Association

Since no official organization chart is provided by the Montana Education Association, the material that follows is an interpretation of the organization as it existed at the time this study was being conducted.

Individual members are the basis for the state association but have little voice in the affairs of the association unless they are organized further into local associations. In terms of action taken, organized local units serve as the backbone of the state association. The Montana Education Association Constitution⁸, in Article VIII, provides for a delegate assembly composed of representatives of local associations, chairmen of association committees, and members of the executive council.

Sec. 3 All business of the Association shall be transacted by the Assembly at its annual meeting. . . .⁹
Association policy, recommendations, etc., result from action taken by the delegate assembly.

⁸ "Constitution of the Montana Education Association", (unpublished-Adopted, November, 1921; Revised and Codified, 1950-1951), p. 5.

⁹ Loc. cit.

The organization chart on page 22 shows the various groups that are a part of the over-all organizational scheme of the Association. It also helps to show the relationships of these various groups operating within the structure of the Montana Education Association.

To further clarify the organization of the Montana Education Association, the following descriptions have been taken from the organization constitution and from materials made available from the Home Office of the Association.

Organized Locals-Article X of the Montana Education Association Constitution explains that:

Sec. 1 (a) Any group of teachers or others entitled to membership in the Association who have paid their dues, may form a Local Teachers' Association, to be an integral part of the Montana Education Association; provided, that the active membership in such Locals constitute two-thirds of the total membership of the Local.¹⁰

County Councils-Section 10 of Article X of the constitution makes provision for County Councils:

Each regularly organized Local if there be more than one in a county shall elect three members from that local to represent the local in a County Council. The purposes of the County Council shall be:

- (a) To discuss MEA problems.
- (b) To integrate local action with actions of the Delegate Assembly and the Executive Council.
- (c) To formulate Association policies for that county.
- (d) To co-operate with other counties in the district in arranging for the Association Training Schools conducted by the Vice-Presidents.¹¹

¹⁰ Ibid., p. 7.

¹¹ Ibid., p. 9.

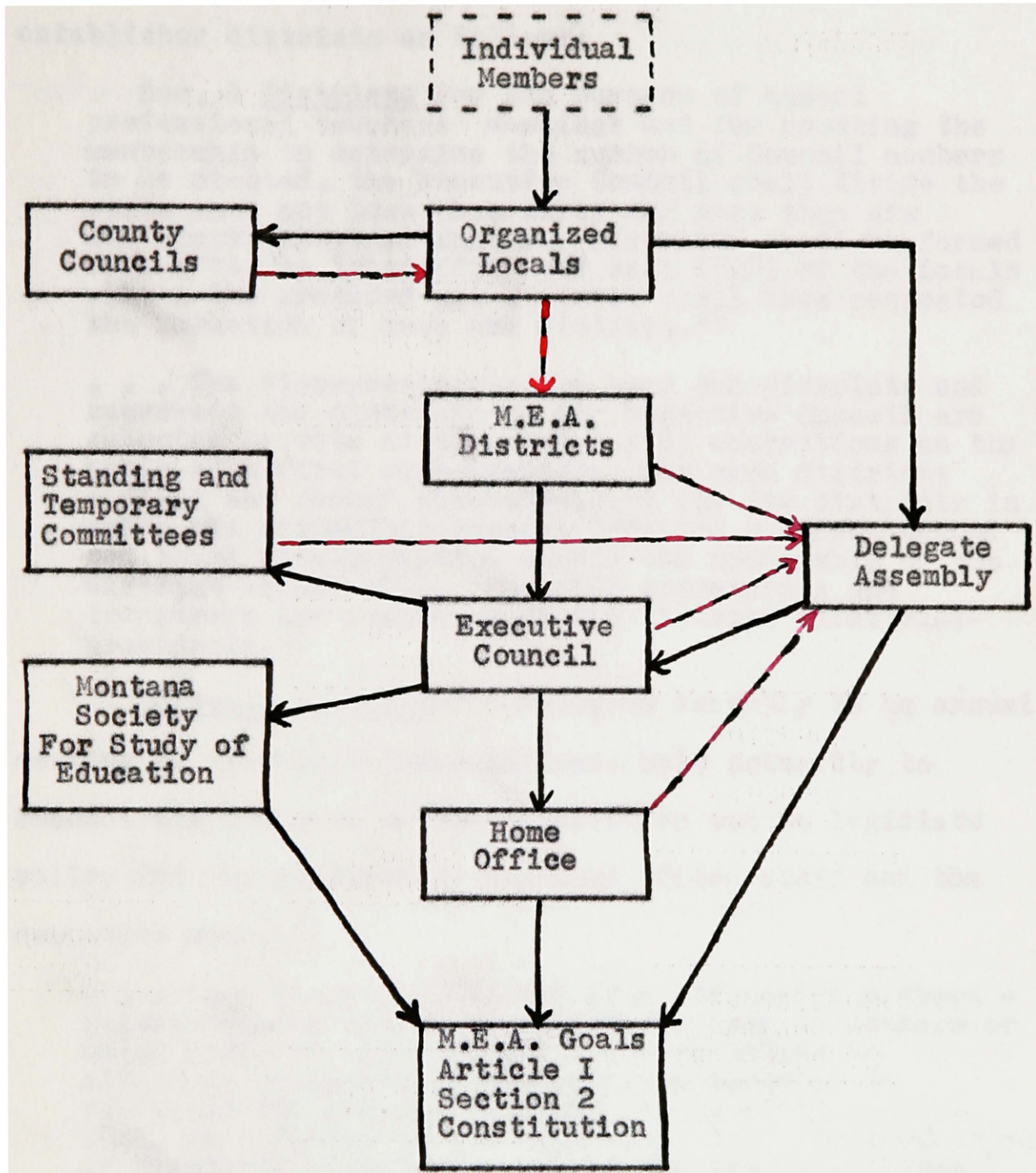


FIGURE I

ORGANIZATION CHART
MONTANA EDUCATION ASSOCIATION

Legend:

- > Main Channels For Action
- - - - -> Subsidiary Channels For Action

M.E.A. Districts-Article IX of the constitution

establishes districts as follows:

Sec. 1 Districts For the purpose of annual professional teachers' meetings and for counting the membership to determine the number of Council members to be elected, the Executive Council shall divide the state into not less than three nor more than six districts; provided that new districts shall be formed only after at least fifty per cent (50%) of the Locals within the proposed new district shall have requested the formation of such new district.¹²

. . . The vice-presidents who head the districts and represent the districts on the Executive Council are selected by vote at the annual fall conventions on the basis of a first vice-president for each district; a first and second vice-president for the districts in which MEA membership exceeds 750; and a first, second and third vice-president should the membership of the district exceed 1250. District secretaries and treasurers are appointed by the district first vice-presidents.¹³

Delegate Assembly-The Delegate Assembly is an annual meeting of teacher representatives; held primarily to conduct the business of the Association and to legislate policy for the guidance of the Home Office staff and the executive council:

. . . Each local shall elect from its active members a representative and an alternate for each 25 members or major fraction thereof, said representative or alternate to appear at the Delegate Assembly to represent the Local. Isolated locals of 13 members shall be entitled to one representative. Determination of "isolated" locals is made by the Executive Council upon request of the proposed local.¹⁴

¹² Ibid., p. 5.

¹³ A quotation taken from mimeographed materials dealing with organization of the M.E.A. (unpublished paper furnished by the M.E.A. Home Office).

¹⁴ Loc. cit.

Executive Council-Article VI of the constitution explains the organization of the executive council as follows:

Sec. 1 The Executive Council shall consist of the President, the Vice-President, the immediate Past-President, and the district officers as provided in Article IX, Section 3. The State Director of the National Education Association shall be an ex-officio member of the Executive Council, except that he shall not have a vote. . . .

Sec. 4 The Council shall be the executive body of the Association and of the Assembly. . . .¹⁵

Standing and Temporary Committees-The organization of the Standing and Temporary Committees is explained in Article VII of the constitution:

Sec. 1 The standing committees shall consist of five members each appointed for two years. There shall be standing committees on: (a) Legislation; (b) School Lands; (c) Tax Education and School Finance; (d) The Society; (e) Teacher Education and Professional Standards; (f) Teacher Welfare; (g) Field Services; (h) Retirement.

Sec. 2 Special committees may be created from time to time by the Assembly or by the Council.

Sec. 3 Each standing committee shall make a written report at the annual meeting of the Assembly upon the work done by the committee during the year, with such recommendations as it deems advisable. Each special committee shall make such reports as may be called for by the Council.¹⁶

Montana Society for Study of Education-Article VII-a of the constitution explains the organization and purposes of this society.

¹⁵ "Constitution of the MEA", Op. cit., p. 3.

¹⁶ Ibid., p. 4.

Sec. 1 There shall be organized under the direction of the Executive Council, "The Montana Society for the Study of Education", open to all members of the Montana Education Association.

Sec. 2 The purposes of this Society shall be: (1) To promote among its members research and investigation of problems in education which may be raised by the Society or set up by its committees; (2) To meet annually to receive and discuss reports of its committee and of members on assigned problems.¹⁷

Home Office-The Home Office of the Montana Education Association, owned by the Association, is located at 422 North Park, Helena, Montana. The departments of the Executive Secretary, Assistant Secretary, Publications, and Field Services function in the Home Office. It also houses the state office of the Horace Mann Mutual Casualty Company which operates an MEA-approved insurance program.

Limitations of This Study

According to Home Office records, no similar studies of the Montana Education Association had been conducted. Studies conducted in other states have been different in scope and purpose. In light of these facts, external delimiting factors for this study were practically nil.

This study was limited to an investigation of those problem areas in the Association which were discovered through personal interviews of Montana teachers. Consequently, this study was limited to a detailed investigation of the general problems shown in Table II, page 28.

¹⁷ Loc. cit.

CHAPTER IV

A WORD FROM MONTANA TEACHERS

Personal Interview Results

During the summer of 1953, thirty-seven Montana teachers were interviewed at Montana State University to secure suggestions as to general problem areas that they felt existed in the Montana Education Association. The location and definition of problem areas was necessary if a more detailed investigation was to follow.

The teachers interviewed expressed many and varied ideas and feelings regarding the Montana Education Association. Some were very much interested in the Association; others were apathetic. Some claimed to participate in Association affairs actively, while others admitted they did nothing. Some members were well informed about the work of the Association, while others had little or no knowledge of it. Many young members, particularly men, were quite energetic in expressing their desires for a more dynamic organization. A number of persons interviewed revealed techniques and ideas for improving the work of the Association at all levels.

As indicated above, the purpose of conducting the personal interviews was to determine the general problem areas that existed in the Montana Education Association. These were then to be used as a basis for a more specific

investigation of Montana teachers' viewpoints concerning these problem areas.

General problems that existed in the organization, as indicated by the teachers who were interviewed, are shown on the following page. (See Table II). These problem areas were used as a basis for developing the questions that appear in the questionnaire. (See Appendix A).

To determine specific points of view regarding the general problem areas mentioned, the questions asked of Montana teachers dealt with very specific facts, opinions, and ideas that seemed to fall within the classifications of the problem areas.

Findings of the Questionnaire Study

On October 5, 1953, a comprehensive questionnaire was sent to 440 Montana teachers. This number represented a 10 per cent stratified random sampling of the membership list of the Montana Education Association. The sample was stratified by Association Districts. The number of questionnaires sent to each district may be found on page 7, Chapter II.

Of the 440 questionnaires sent to members of the Montana Education Association, 273 were completed and returned. This return represents 62 per cent of those sent out. Return by district, as shown on page 7, Chapter II, indicates good state-wide distribution. The sampling

TABLE II

FREQUENCY OF MENTION BY 37 MONTANA TEACHERS
OF PROBLEM AREAS IN THE MONTANA
EDUCATION ASSOCIATION

Problem Areas	Frequency
1. Individual interest and participation in the M.E.A.	31
2. Communication between individuals and the home office	29
3. Control by school administrators	29
4. Membership participation in planning and evaluating district conventions	27
5. Teacher welfare bargaining	26
6. Effecting recommendations of the delegate assembly	24
7. Leadership at all levels of M.E.A. activity	24
8. Membership	21
9. Legal status of the M.E.A.	19
10. Definiteness of program of M.E.A.	19
11. Field services-liaison	17
12. Public relations program	14
13. Dues	12
14. Functional code of ethics	9
15. Work of standing committees	7
16. Representation by elected officials	5
17. College preparation for M.E.A.	3

distribution map shows the state-wide distribution that resulted from the stratified random sampling. (See Appendix B).

Total state-wide responses to each question asked in the questionnaire have been tabulated and are included for the readers convenience. (See Appendix A).

A breakdown, by district, of the responses to each question in the questionnaire proper is also included in this report. (See Appendix C).

The following discussion of the findings of the questionnaire study is broken down into problem areas and follows the questionnaire in the order that questions were asked. For the most part, entire sections of the questionnaire have been reproduced in tabular form and included in the discussion. Questions that are not included in the tables are treated in the content of the discussion.

Membership: (Section-B)

Although most teachers in Montana are of the belief that membership in the Montana Education Association is, and should be, voluntary, it is interesting to note that slightly over 20 per cent of the teachers responding to the questionnaire believed that provision for mandatory membership should be included in teaching contracts.

With reference to question number 3, in Table III, shown on the following page, the Northeastern District provided nine of the twenty-one "yes" replies. In addition,

several individuals who answered "no" to this question, wrote notes to the effect that membership was mandatory even though such provision was not written into their contracts.

TABLE III

NUMBERS OF RESPONSES OF TEACHERS TO QUESTIONS
DEALING WITH MEMBERSHIP IN THE
MONTANA EDUCATION ASSOCIATION

Questions	Possible Responses and Numbers of Responses	
	Yes	No
1. Did you join the M.E.A. voluntarily?	233	25
2. Do you believe that membership should be voluntary?	219	42
3. Is provision made in your contract that you must join the M.E.A.?	21	236
4. Do you believe that provision for M.E.A. membership should be included in contracts?	53	201
5. Do you believe that the M.E.A. should have specific standards for M.E.A. membership?	167	70

Dues: (Section-C)

The constitution of the Montana Education Association provides that regular membership dues shall consist of one-half of 1 per cent of a member teacher's annual salary.

Association leaders have suggested that this

particular method for determining dues was well thought of by individual members. As shown by this study, however, nearly one-half of the members prefer a flat-figure dues rather than the percentage type dues now in use. Table IV bears out this division in thinking. There seemed to be very little disagreement, however, with the present system of unified dues.

TABLE IV

NUMBERS OF RESPONSES OF TEACHERS TO QUESTIONS DEALING
WITH MONTANA EDUCATION ASSOCIATION DUES

Questions	Possible Responses and Numbers of Responses	
	<u>Yes</u>	<u>No</u>
1. Do you favor the present system of determining M.E.A. dues?	138	112
2. Would you favor a flat-figure dues for all members?	113	124
3. Do you favor the M.E.A.-N.E.A. unified dues?	172	62

Answers to the question, "What amount of dues would you consider about right?", are shown in the following table. It seemed obvious that many of the amounts and percentages shown in the table did not take into consideration the many implications of lower dues in terms of services, staff, and the general strength of the Association.

TABLE V

FREQUENCY OF RESPONSES OF AMOUNTS OR PERCENTAGES OF
SALARIES THAT 230 MONTANA TEACHERS CONSIDERED
"ABOUT RIGHT" FOR MEMBERSHIP DUES IN
THE MONTANA EDUCATION ASSOCIATION

Amounts	Frequency	Percentages	Frequency
\$ 15.00	40	1/2 of 1	110
10.00	37	1/4 of 1	9
5.00	15	1	3
20.00	5	1/3 of 1	1
18.00	2	1/8 of 1	1
12.50	2	3/5 of 1	1
25.00	2		
8.00	1		
2.00	1		

Communication Between Individual Members and Home Office:

(Section-D)

Based on the results shown in Table VI, a lack of interest or a lack of knowledge apparently existed among Montana teachers regarding communication practices within the organization. If this fact indicated a weakness, both the individual members and the organization should probably be charged with failure to shoulder the necessary share of responsibility.

TABLE VI

NUMBERS OF RESPONSES OF TEACHERS TO QUESTIONS DEALING
WITH COMMUNICATIONS BETWEEN THE INDIVIDUAL MEMBERS
AND THE HOME OFFICE OF THE MONTANA
EDUCATION ASSOCIATION

Questions	Possible Responses and Numbers of Responses		
	<u>Don't Know</u>	<u>Yes</u>	<u>No</u>
1. Have you communicated with the M.E.A. Home Office?		89	163
2. Does your local commun- icate voluntarily with the Home Office?	87	138	12
3. Have you or your local been encouraged to com- municate with the Home Office?		118	60
4. In your opinion, are provisions adequate to encourage individual and local communications with the Home Office?		97	96
5. Do you know how to get a local resolution before the Delegate Assembly for action?		111	130

With reference to question number 5 in Table VI,
the Southwest District was the only district having a
majority of its respondents who were aware of how to get
a local resolution before the delegate assembly for action.

Teacher Welfare Bargaining: (Section-E)

Local units of the Montana Education Association should be encouraged by the knowledge that a large majority of their fellow units have enjoyed partial success in bargaining in matters of teacher welfare. As revealed in Table VII, this partial success at the local level has given members a great amount of faith in local activity for the purpose of bargaining with boards of trustees.

TABLE VII

NUMBERS OF RESPONSES OF TEACHERS TO QUESTIONS DEALING
WITH TEACHER WELFARE BARGAINING PRACTICES IN THE
MONTANA EDUCATION ASSOCIATION

Questions	Possible Responses and Numbers of Responses			
	<u>Salary</u>	<u>Sick Leave</u>	<u>Tenure</u>	<u>Teacher Load</u>
1. In what welfare areas has your local been active?	178	110	56	2
2. To what extent has such activity met with success?	Not At <u>All</u> 13		Part- <u>ially</u> 149	Entire- <u>ly</u> 33
3. Would you consider local activity of this nature worthwhile to your group?			<u>Yes</u> 206	<u>No</u> 12
4. Have Delegate Assembly recommendations been helpful in local welfare bargaining?		<u>Don't Know</u> 54	<u>Yes</u> 119	<u>No</u> 67
5. Would bargaining carried on at a higher level be better?			<u>Yes</u> 143	<u>No</u> 75

Individual Interest and Participation in MEA: (Section-F)

Although over 80 per cent of the respondents were members of organized local organizations and over one-half claimed to have been active participants in Association affairs, a remarkable degree of ignorance and lack of participation was evident. The section of the questionnaire dealing with the subject of individual interest and participation is reproduced in part in Table VIII to indicate the evidence that points to this conclusion.

In contrast to the degree of ignorance suggested above, the question, "Are you acquainted with the M.E.A. salary schedule adopted by the 1952 Delegate Assembly?", brought forth 216 "yes" responses and forty-two "no" responses!

Another question in this section, not included in Table VIII, "Approximately how many local meetings do you have each year?", brought the following results:

<u>Meetings</u>	<u>Responses</u>	<u>Meetings</u>	<u>Responses</u>
9	71	7	7
8	41	12	4
4	32	0	3
6	25	2	2
5	13	18	2
3	13	15	1
10	11	30	1

Districtwise, it should be noted that all except the Southwest had large majorities of their respondents who did not read the executive council meeting minutes. The Southwest, in contrast, had over 56 per cent of its members who claimed that they did read the minutes.

TABLE VIII

NUMBERS OF RESPONSES OF TEACHERS TO QUESTIONS DEALING
WITH INDIVIDUAL INTEREST AND PARTICIPATION IN
THE MONTANA EDUCATION ASSOCIATION

Questions	Possible Responses and Numbers of Responses		
1. Are you a member of an organized local?	<u>Yes</u> 228	<u>No</u> 30	
2. Do you read the Executive Council Meeting minutes?	75	161	
3. Did you know that Exec- utive Council Meeting minutes were distributed to locals?	100	155	
4. To what extent do you participate in M.E.A. activities?	<u>Seldom</u> 35	<u>Some Times</u> 72	<u>Actively</u> 134
5. To what extent do you read the M.E.A. Journal?	<u>Not At All</u> 7	<u>Read Parts</u> 177	<u>Read Thoroughly</u> 71
6. How well do you under- stand the M.E.A. Retire- ment system?	<u>Not At All</u> 24	<u>Some What</u> 171	<u>Very Well</u> 54
7. Do you vote at District Conventions for officers?	<u>No</u> 54	<u>Some Times</u> 94	<u>All The Time</u> 103
8. How well acquainted are you with the recommend- ations of the 1952 Delegate Assembly regard- ing teacher certification?	<u>Not At All</u> 65	<u>Some What</u> 150	<u>Very Well</u> 43
9. How familiar are you with the M. E. A. Constitution?	<u>Have Never Seen One</u> 147	<u>Have Read Parts</u> 84	<u>Have Read Thoroughly</u> 24

Control By School Administrators: (Section-G)

Results of the questionnaire study seemed to indicate in a general way that school administrators were not so badly thought of as had been indicated by the personal interview results.

Possibly, the entire basis for the resentful attitude toward administrators, called to attention by the personal interviews, was a feeling that existed among those teachers that administrators exercised undue influence and control at the state level of the Montana Education Association. The replies given to question number 3 in the table below, seem to indicate that some feeling did exist toward administrators as a group.

The responses shown in Table IX, however, did not bear out any general, wide-spread, ill-feeling toward administrators.

TABLE IX

NUMBERS OF RESPONSES OF TEACHERS TO QUESTIONS DEALING
WITH CONTROL BY SCHOOL ADMINISTRATORS IN AFFAIRS
OF THE MONTANA EDUCATION ASSOCIATION

Questions	Possible Responses and Numbers of Responses	
	<u>Yes</u>	<u>No</u>
1. Do you feel that your school administrator, generally, is too influential in local M.E.A. affairs?	56	189
2. Do you consider school administrators as natural leaders in M.E.A. activities?	112	130

TABLE IX (continued)

NUMBERS OF RESPONSES OF TEACHERS TO QUESTIONS DEALING
WITH CONTROL BY SCHOOL ADMINISTRATORS IN AFFAIRS
OF THE MONTANA EDUCATION ASSOCIATION

Questions	Possible Responses and Numbers of Responses		
	<u>Don't Know</u>	<u>Yes</u>	<u>No</u>
3. Do you feel that administrators as a group, exert undue influence at the district and state levels?		99	135
4. In your opinion, does the administrator regard your local as a worthwhile organization?		203	21
5. Does he allow time for local leaders to attend meetings and do other work in connection with the local without loss of pay?		194	18
6. In your opinion, would this be desirable?		203	10
7. Does he lighten the load of those staff members who hold positions of leadership in locals or districts to allow time for work in connection with the job?		47	159
8. In your opinion, would this be desirable?		133	76
9. If you do not have a local, do you feel that the administrator is mainly responsible for not having a local?		4	13
10. Is a fund provided in the budget to cover expenses of substitutes and travel expenses for local leaders who have to be gone to professional meetings, etc.?	69	109	57
11. Does the administrator give attention to recommendations of the local?	45	163	23

Membership Participation in Planning District Conventions:
(Section-H)

The replies given to questions that dealt with participation in the planning and evaluating of district conventions, again indicated that a number of teachers lacked knowledge concerning activities of the Montana Education Association.

Contrary to the individual desires of members, a majority of the teachers had not participated in the planning and evaluating activities concerned with district conventions. Table X, below, bears out these conclusions.

TABLE X

**NUMBERS OF RESPONSES OF TEACHERS TO QUESTIONS DEALING
WITH MEMBERSHIP PARTICIPATION IN THE PLANNING AND
EVALUATING OF DISTRICT CONVENTIONS IN THE
MONTANA EDUCATION ASSOCIATION**

Questions	Possible Responses and Numbers of Responses		
	Don't Know	Yes	No
1. Have you contributed to the planning and evaluating of district conventions?		99	157
2. Would you like to have a voice in these activities?		153	68
3. Does your local make recommendations to district officers for convention ideas?	76	119	39
4. Does your district work as a group in planning and evaluating district conventions?	86	72	82
5. Would group planning and evaluating be desirable, in your opinion?		220	11

It should be noted, with reference to questions number 3 and 4 of Table X, that ignorance again is admitted in regard to the activities of the Montana Education Association at various levels.

District responses to two of the questions in Table X are listed below to point out the great variation in practices employed by the districts and the degree of individual participation realized.

In reply to the question, "Have you contributed to the planning and evaluating of district conventions?", the districts answered as follows:

	<u>South west</u>	<u>North Eastern</u>	<u>Western</u>	<u>North Central</u>	<u>Eastern</u>
Yes	24	14	24	20	17
No	13	12	37	50	45

Question number 4, "Does your district work as a group in planning and evaluating district conventions?", was answered as follows:

	<u>South west</u>	<u>North Eastern</u>	<u>Western</u>	<u>North Central</u>	<u>Eastern</u>
Yes	18	7	14	18	17
No	13	7	21	24	17
Don't Know	6	7	25	26	22

Leadership: (Section-I)

Table XI, on the following pages, indicates the results of specific inquiries about leadership practices in the Montana Education Association at the local, district, and state levels.

Indications were that certain practices not commonly

used were desirable. Among these, district level treatment of professional problems and polling of individual members on important Association matters were responded to most favorably.

Visitations by the Home Office staff was also favored by a very great majority of those teachers who answered the questionnaire.

Again, a surprising amount of ignorance was indicated by members of the Montana Education Association. Replies to questions 1 and 4 of Table XI, show this to be true.

TABLE XI

NUMBERS OF RESPONSES OF TEACHERS TO QUESTIONS
DEALING WITH LEADERSHIP PRACTICES IN THE
MONTANA EDUCATION ASSOCIATION

Questions	Possible Responses and Numbers of Responses				
1. Do your District Vice Presidents call meetings for discussion of M.E.A. problems at the district level?	Don't <u>Know</u>		<u>Yes</u>	<u>No</u>	
	125	77	47		
2. Do your District Vice Presidents ask for your opinion or your local's opinion on matters of importance?	<u>Never</u>	<u>Sel- dom</u>	<u>Some Times</u>	<u>Fre- quent ly</u>	<u>Al ways</u>
	42	33	72	39	4
3. Do you feel that this type of leadership is advisable?				<u>Yes</u>	<u>No</u>
				192	13

TABLE XI (continued)

NUMBERS OF RESPONSES OF TEACHERS TO QUESTIONS
DEALING WITH LEADERSHIP PRACTICES IN
THE MONTANA EDUCATION ASSOCIATION

Questions	Possible Responses and Numbers of Responses		
4. Do your District Vice Presidents ask for local help in planning district conventions?	Don't <u>Know</u> 76	<u>Yes</u> 104	<u>No</u> 43
5. Are your local meetings planned in detail and well organized?		<u>Yes</u> 153	<u>No</u> 75
6. Is your advice sought in the planning of local meetings?	Sel- <u>dom</u> 65	<u>Some</u> <u>Times</u> 108	Fre- <u>quent-</u> <u>ly</u> 52
7. Would you like to participate in the planning of local meetings?		<u>Yes</u> 145	<u>No</u> 64
8. Have any Home Office Staff members attended your local meetings?	Don't <u>Know</u>	<u>Yes</u> 108	<u>No</u> 110
9. Would you like to become acquainted with Home Office representatives?		204	17
10. Would you like to have local, district, and state leaders poll your opinion on matters of importance before action is taken?		212	19
11. Do you believe polling would keep you better informed regarding the M.E.A. program?		221	12
12. Would polling, in your opinion, help to stimulate interest in M.E.A. activities?		213	15
13. Do you feel that M.E.A. leaders work in the best interest of the teachers?	44	176	26
14. Have you participated in a pressure group which sought to bring about M.E.A. action?		63	179
15. Was the work of the group effective? 42		39	25
16. Do you believe that pressure groups working for M.E.A. are worthwhile?	75	129	28

In this area of leadership practices, district responses to some questions revealed considerable variation. The question, "Do your District Vice Presidents call meetings for discussion of M.E.A. problems at the district level?", was answered by the various districts as follows:

	<u>South west</u>	<u>North Eastern</u>	<u>Western</u>	<u>North Central</u>	<u>Eastern</u>
Yes	19	6	16	20	16
No	2	11	9	16	9
Don't Know	15	11	33	32	34

Question number 4, "Do your District Vice Presidents ask for local help in planning the district conventions?", received the following district responses:

	<u>South west</u>	<u>North Eastern</u>	<u>Western</u>	<u>North Central</u>	<u>Eastern</u>
Yes	25	8	21	26	24
No	1	6	9	17	10
Don't Know	9	8	25	17	17

District responses to question number 8, "Have any Home Office staff members attended your local meetings?", were as follows:

	<u>South west</u>	<u>North Eastern</u>	<u>Western</u>	<u>North Central</u>	<u>Eastern</u>
Yes	19	5	37	20	27
No	14	15	18	38	25

Question number 14, "Have you participated in a pressure group which sought to bring about M.E.A. action?", received the following district responses:

	<u>South west</u>	<u>North Eastern</u>	<u>Western</u>	<u>North Central</u>	<u>Eastern</u>
Yes	18	3	15	18	9
No	17	21	44	49	48

Representation By Elected Officials: (Section-J)

The responses listed in Table XII, seemed to indicate a general feeling among Montana teachers that representation by elected officials in the Montana Education Association was of a fair quality.

TABLE XII

**NUMBERS OF RESPONSES OF TEACHERS TO QUESTIONS DEALING
WITH REPRESENTATION BY ELECTED OFFICIALS IN THE
MONTANA EDUCATION ASSOCIATION**

Questions	Possible Responses and Numbers of Responses		
1. Does you local instruct your delegate to the Delegate Assembly?	<u>Yes</u> 182	<u>No</u> 31	<u>Don't Know</u> 26
2. Does he carry out the instructions of the local?	<u>Yes</u> 130	<u>No</u> 4	<u>In Part</u> 56
3. Have you or your local made recommendations, at any time, to district or state officials?	<u>Yes</u> 143	<u>No</u> 47	<u>Don't Know</u> 7
4. Did your recommendations meet with favorable action?	48	20	90
5. How well, in your opinion, do elected officials represent the thinking of Montana teachers?	<u>Very Poorly</u> 42	<u>Fairly Well</u> 158	<u>Very Well</u> 20
6. Do you feel that leaders should represent the ideas of the membership?	<u>Not At All</u> 3	<u>Most of Time</u> 150	<u>All of Time</u> 79

Definiteness of Program: (Section-K)

Montana teachers who answered the questionnaire, were not particularly well informed about the Association-sponsored programs of objectives and action. Although a majority of the teachers were not willing to place the blame, they were explicit in expressing the notion that their knowledge was very limited.

This was one of the very definite areas of weakness revealed by this study and indicates a need for improvement in the future.

TABLE XIII

NUMBERS OF RESPONSES OF TEACHERS TO QUESTIONS
DEALING WITH DEFINITENESS OF THE MONTANA
EDUCATION ASSOCIATION PROGRAM

Questions	Possible Responses and Numbers of Responses		
	Not At <u>All</u>	Some <u>What</u>	Very <u>Well</u>
1. How well do you understand the objectives of the M.E.A.?	9	178	63
2. How well do you understand the action program of M.E.A.?	34	189	28
3. Would in-service training aimed at a better understanding of objectives and action programs of the M.E.A. be valuable to you?		<u>Yes</u> 197	<u>No</u> 44
4. Are you kept regularly informed as new programs of action are initiated?		113	118
5. If not, who is to blame?	<u>Local Officers 25, District Officers 12, State Officers 15, Home Office 14, Don't Know 86, Self 3</u>		

Field Services-Liasion: (Section-L)

A table or discussion on the problem of improving the field service and liasion work at the state level would only serve to duplicate a part of the study revealed in Table XI. This duplication of questions was unintentional in the construction of the questionnaire. The replies given to questions in this section of the questionnaire were consistent with those given to questions in Table XI that were similar.

Public Relations: (Section-M)

This study revealed that public relations activities were highly desirable as a part of each local's program. With this fact in mind, it was interesting to note that more than one-half of the individual teachers admitted that they did not participate in keeping the public informed of activities of the Montana Education Association. The local units were also guilty, to a large degree, in this respect. Table XIV, on page 47, shows these results.

TABLE XIV

NUMBERS OF RESPONSES OF TEACHERS TO QUESTIONS DEALING
WITH PUBLIC RELATIONS PRACTICES AND OPINIONS IN
THE MONTANA EDUCATION ASSOCIATION

Questions	Possible Responses and Numbers of Responses		
	Don't Know	Yes	No
1. Do you participate in keeping the public informed of the work of the M.E.A.?		94	137
2. Does your local have an organized public relations program?	34	80	116
3. Do you feel that activities such as news releases, radio programs, etc., should be included in the local's program?		210	5
4. In your opinion, is the public relations program of the Home Office adequate?	120	35	82

Work of Training Institutions: (Section-N)

According to the results of this study, as shown in Table XV, no great amount of interest was exhibited nor was a great amount of effort put forth at the training institution level to adequately prepare teachers for membership in a professional organization.

Over 80 per cent of the respondents, however, felt that greater emphasis on preparation of this type would be helpful in developing more professionally minded teachers.

It should be noted that an inconsistency existed in

the number of replies to the "yes" responses in question number 3 and the total responses to question number 4.

TABLE XV

NUMBERS OF RESPONSES OF TEACHERS TO QUESTIONS DEALING
WITH THE WORK OF TRAINING INSTITUTIONS IN PREPARING
PROFESSIONALLY MINDED TEACHERS

Questions	Possible Responses and Numbers of Responses		
1. Did you receive any instruction regarding professional organization membership in your training institution?	<u>Yes</u>	<u>No</u>	
	97	145	
2. Was a Future Teachers Club available to you at the training institution that you attended?	57	183	
3. Was it well organized and effective?	37	42	
4. Did you participate in the activities of the Future Teachers Club?	33	102	
5. To what extent were staff members at your training institution interested in professional matters?	Not Notice- <u>ably</u> 44	Some <u>What</u> 72	A Great <u>Deal</u> 67
6. Do you have a Future Teachers Club in the school where you teach?	<u>Yes</u>	<u>No</u>	
	34	182	
7. Would you consider more emphasis on M.E.A. membership at the training institution level helpful in developing more professionally minded teachers?	182	42	

Work of State Level Standing Committees: (Section-0)

Knowledge of the work of standing committees was very limited. Teachers also indicated that they were not aware of the effectiveness of the work done by these committees. Responses to questions, as shown in Table XVI, seemed to indicate another area that should receive some considerations for improvement.

TABLE XVI

NUMBERS OF RESPONSES OF TEACHERS TO QUESTIONS DEALING
WITH THE WORK OF STATE LEVEL STANDING COMMITTEES
IN THE MONTANA EDUCATION ASSOCIATION

Questions	Possible Responses and Numbers of Responses		
1. To what extent are you familiar with the work done by M.E.A. standing committees?	Not At <u>All</u>	Some <u>What</u>	Very <u>Well</u>
	101	139	13
2. Have these committees contacted you for suggestions?		<u>Yes</u>	<u>No</u>
		35	207
3. Are time and funds provisions adequate for allowing these committees to do good work?	Don't <u>Know</u>	<u>Yes</u>	<u>No</u>
	187	11	33
4. Are the recommendations of the standing committees effective in terms of action 195		25	10

Functional Code of Ethics: (Section-P)

The personal interviews conducted prior to the

questionnaire study, indicated a need for a stronger code of ethics than the Montana Education Association used when this study was initiated. Results of the questionnaire study seemed to further imply that this area needed study and improvement. Montana teachers' responses, in Table XVII, seems to verify this conclusion.

TABLE XVII

NUMBERS OF RESPONSES OF TEACHERS TO QUESTIONS DEALING
WITH A FUNCTIONAL CODE OF ETHICS FOR THE MONTANA
EDUCATION ASSOCIATION

Questions	Possible Responses and Numbers of Responses		
1. Have you seen a copy of the M.E.A. code of ethics?	<u>Yes</u> 126	<u>No</u> 126	
2. In your opinion, what is a code of ethics?	<u>A Set of</u> <u>Ideals</u> 34	<u>Rules of</u> <u>Conduct</u> 21	<u>A Com-</u> <u>bination</u> 182
3. Would you favor a commission at the state level to invest- igate violations of a code of ethics and to recommend disciplinary action?	<u>Yes</u> 138	<u>No</u> 82	
4. Would you favor the M.E.A.'s conducting a thorough study to determine our needs for a functional code of ethics?	189	37	
5. Would you favor the M.E.A.'s assuming the responsibility for enforcing a strong code of ethics?	139	79	

Legal Status of the M.E.A.: (Section-Q)

Although a majority of the teachers who answered the questionnaire seemed to be in favor of reorganizing the Montana Education Association on a legalized basis, some question could be raised as to whether or not the respondents considered the questions in this section adequately. Furthermore, there is evidence in this section that the questions were poorly constructed; the original thought was centered on a professional teachers act much like the statute that created the Alberta, Canada Teachers Association. Table XVIII gives the responses to questions in this section.

TABLE XVIII

NUMBERS OF RESPONSES OF TEACHERS TO QUESTIONS
DEALING WITH A LEGAL STATUS FOR THE
MONTANA EDUCATION ASSOCIATION

Questions	Possible Responses and Numbers of Responses		
1. Would you favor a state law that would establish the M.E.A. as a legal organization with all the rights and privileges accorded to such groups?	Don't Know	<u>Yes</u>	<u>No</u>
		143	63
2. In your opinion, would such a group be more capable of effecting decisions of the organization?	57	122	33
3. Would you be in favor of the M.E.A. staff providing M.E.A. members with legal services?		150	60

Effecting Recommendations of the M.E.A. Delegate Assembly:
(Section-R)

One of the greatest reasons for individual dissatisfaction in the Association is that teachers do not have faith in the ability of the organization to make the recommendations of the delegate assembly a reality. Most of the respondents felt that no sure method existed for effecting recommendations of the delegate assembly. The nature of some of the comments made in reply to question number 3, of Table XIX, were such that it was evident that this weakness in the organization was irritating to the teachers who answered that question. Two of the typical answers to question 3 are included in Table XIX.

TABLE XIX

NUMBERS OF RESPONSES OF TEACHERS TO QUESTIONS DEALING
WITH EFFECTING RECOMMENDATIONS OF THE MONTANA
EDUCATION ASSOCIATION DELEGATE ASSEMBLY

Questions	Possible Responses and Numbers of Responses		
	No	In Part	To Large Extent
1. Have you or your local been successful in effecting recommendations (salary schedule), of the Delegate Assembly?	72	115	17
2. Do you feel that we have any sure method of effecting recommendations of the Assembly?		Yes 28	No 166
3. What suggestions do you have regarding this matter?	a. More Publicity---11 b. Members should support action of assembly-----12		

Other replies to question number 3, in Table XIX, were given but many of them were not direct answers to the question. (See Appendix A, p. 76.)

Ideas For Improvement of the M.E.A.: (Section-S)

Very few of the Montana teachers who returned a questionnaire made suggestions for improvement in response to an invitation to do so. Several of the teachers who did suggest improvements, listed a number of their ideas. (See Appendix A, pp. 77-78.)

Obviously, no definite conclusions could be made on such a small number of responses.

CHAPTER V

SUMMARY AND RECOMMENDATIONS

Purpose of the Study

The purpose of this study was to determine what the individual members of the Montana Education Association thought of their professional organization, and what implications those ideas held for improvement of the association.

Procedures Used in Conducting the Study

All of the data used in compiling the tables in this report were obtained from personal interviews and mail questionnaires. The interviews and the questionnaires were answered by educators who were members of the Montana Education Association.

Personal interviews were held with thirty-seven Montana teachers who were attending Montana State University during the Summer Session of 1953, when this study was initiated. These interviews were conducted to determine, as nearly as possible, the general areas where either problems or dissatisfaction existed in the Association. The suggestions that resulted were then used as a basis for constructing the mail questionnaire.

The questionnaire asked very specific questions concerned with facts, opinions, and ideas. An attempt was

made to ask questions within the various problem areas that were appropriate for determining the extent of problems, the reason for problems, and dissatisfaction, and suggested improvements.

Summary of Findings

It should be understood by the reader that all summary remarks are necessarily based on the results of this study.

In all fairness to this study, however, if the random sampling method is to be considered useful to the research worker, much broader implications must be drawn from the summary findings than those specifically stated. Since the sampling showed excellent state-wide distribution and the return was representative of all Montana Education Association Districts and of many types of educators, it must be assumed that the random sampling method was a valuable instrument of research in this particular study.

A summary of the findings follows:

1. Most of the Montana teachers would like to regard membership in the Montana Education Association as voluntary, however, 20 per cent of the group favored the idea of mandatory membership.

2. Members of the Montana Education Association were nearly equally divided in their opinions concerning a method for paying dues into the organization. A very slight majority was in favor of the present system while

the remaining teachers prefer a flat-figure type of dues.

3. Communications between individual members of the Association and the Home Office were not great, whereas local units made considerable contact with the Home Office. It was obvious, however, that some individuals were not aware of their local's activity with respect to communications practices. Over 50 per cent of the individual members were unaware of the procedure used to get a local resolution before the delegate assembly.

4. Salary, sick leave, and tenure were the chief areas for welfare consideration. Partial success had been experienced in local units' attempts to promote the different areas of teacher welfare to boards of trustees. Bargaining at a higher level was desired by a majority of the members. It seems that Montana teachers feel that more bargaining success will be possible if the district and state level organizations take a hand in the bargaining.

5. Montana teachers claimed to have been active participants in Association affairs. The degree of participation, however, that was indicated for the various activities, gives reason for doubt. A continual lack of knowledge, expressed throughout the questionnaire study, bears out this conclusion. It seemed that members who were active in Association affairs would also be informed about what was going on in the Association.

6. The personal interviews indicated that a serious

problem existed with respect to school administrators controlling the organization. The questionnaire study did not support this idea. For the most part, administrators were viewed as members of the Association who were doing their share for the good of the group.

7. Group effort in planning and evaluating district conventions seemed highly desirable even though it was not commonly practiced. The Southwest District had experienced a greater degree of participation in this respect than other districts.

8. A great majority of Montana teachers felt that they had been excluded from participation in Association affairs. In some instances, commendable leadership practices were evidenced, but a knowledge of those practices was not common to all members.

Montana teachers want a greater voice in affairs of the Association and have faith in the leadership, but apparently they have not been asked to participate to the degree that they believed desirable.

9. Representation by elected officials was considered as neither extremely good nor extremely bad. Teachers felt that leaders should represent the ideas of the membership most or all of the time.

10. Montana teachers admitted that they were only somewhat familiar with the objectives and actions program of the Montana Education Association. They were not consistent in placing the blame for this lack of knowledge.

Members did feel that an in-service program to provide a better understanding of these programs of objectives and actions would be desirable and valuable.

11. Although questionnaire respondents felt that locals and individuals should participate in keeping the public informed of the work of the Montana Education Association, approximately 60 per cent admitted that they did nothing in this respect. The public relations program of the Home Office was considered inadequate.

12. Teacher training institutions were not instrumental in stimulating a desirable attitude toward professional organization membership. Individual staff members in these institutions were described as interested in professional matters to some extent. Generally, it was felt that training institutions should give more attention to the business of developing more professionally minded teachers.

13. It may be said that Montana teachers knew practically nothing of the work of the standing committees of the Montana Education Association. These committees, responsible to a great extent for recommendations for action in the Association, have utilized the thinking of the membership to a very small degree.

14. A study to determine methods for enforcing a strong code of ethics was considered as a need of the Association. A minority of teachers were not sure of a method of enforcement nor were they sure of who should

assume the responsibility for an enforcement program. More than 60 per cent of the respondents were in favor of the Association assuming responsibility for enforcement of a strong code of ethics through a state level commission established for that purpose.

15. Dissatisfaction existed among members of the Montana Education Association because they felt that delegate assembly recommendations had little chance of becoming a reality.

Recommendations

Since one of the purposes of conducting this study was to make recommendations based on the findings, the following suggestions for improvement have been made.

1. The Montana Education Association should, in the future, be kept aware of the feelings and needs of its membership if it is to make progress as a growing organization. Studies, similar to this one, should be conducted regularly by the Association as a means of keeping alert and informed.

2. Steps should be taken as soon as possible to either confirm or reject the present system of paying dues into the organization. It seems advisable to leave the membership divided on this matter. Before a choice is made, however, each member should give ample consideration to the consequences of a new type of dues--in terms of service to the individuals, service to the profession,

service to the boys and girls of Montana, and the over-all work program of the Association. A program of thorough education might well precede any final decision making on the matter of dues.

3. Apparently, a slight cleavage has existed between classroom teachers and school administrators regarding control of the Montana Education Association. The Association should be constantly on the alert to take action necessary to avoid friction within the organization.

4. The Montana Education Association should utilize every means possible to establish practices that will insure the democratic processes. Local leaders must be kept informed on all matters of importance and instructed to make this information a matter of common knowledge to all members within their locals. District leaders will find it desirable to include all locals and individuals in district planning for conventions, delegate assemblies, and discussions of Association matters of district level importance. State leaders, through the practices named above, will find that they do not have to guess to represent their respective districts properly. They will also be kept aware of the needs of individuals and locals and can then take action to satisfy these needs.

5. The research study, concerned with a strong, enforceable code of ethics, called for by the 1954 delegate assembly, should be carried forth as expeditiously as possible by the Home Office. Such a study would be in

accord with the wishes of the membership.

6. The work of standing committees should be a matter of public record and published in the Montana Education from time to time so that individual members may be regularly informed of the functions of the committees. It seems advisable for standing committees to make contact with locals and individuals in the Association from time to time in order to keep abreast of the thinking of the membership.

7. A more comprehensive, state-wide publicity program should be undertaken if the membership is to be satisfied. News releases at all levels of the Association should be made regularly so that problems of education and the Montana Education Association are kept constantly in the public-eye.

8. Each district convention should include, as a part of its program, a time devoted to problems of the Association. Traditionally, district conventions have not been utilized for this purpose. The need for discussion and working out of organizational problems at the district level, however, indicates that a move in this suggested direction is desirable.

9. Any organization reflects the strength of its individual membership. Since a great degree of ignorance has been admitted and since a lack of interest has been evident, it will behoove each and every member of the Montana Education Association to rise to the occasion by

assuming his share of the responsibility. Individual interest, participation, and knowledge must show a definite increase if the Association is to succeed in eliminating many of the present problems and weaknesses.

Suggestions For Further Study

During the conduct of this study, several new problems presented themselves. A few of these that are considered worthy of study are listed below.

1. An investigation of teacher training institutions to determine the amount of emphasis given to preparation for professional organization membership.

2. A study to determine the numbers of replies given to certain questions used in this study, by the various categories of Montana teachers who replied to the questionnaire.

3. A historical survey of the Montana Education Association.

4. An investigation of professional organizations to determine methods for enforcing a professional code of ethics for the Montana Education Association.

5. A study to determine the probable effects that legalizing would have on a state teachers' organization.

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BIBLIOGRAPHY

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APPENDIX A

-67-
Montana
Education Association

D. D. COOPER, EXECUTIVE SECRETARY
BOX 217
HELENA, MONTANA

October 1, 1953

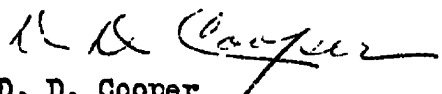
Dear MEA Member:

At its last meeting, the Executive Council voted unanimously to sponsor a survey of MEA members being made by Joseph H. Lutz. The purpose of the survey is to determine the following:

1. What MEA members feel should be the services of the organization
2. Whether or not they are satisfied with the services they have been receiving
3. What use Local units have made of services and personnel from the Home Office
4. The amount of participation by individuals and Locals in professional affairs
5. Your recommendations and suggestions for improving the effectiveness of your professional organization

A carefully considered reply to all questions would be very helpful to the executive council and the home office staff.

Sincerely yours,


D. D. Cooper
Executive Secretary

Belgrade, Montana
October 5, 1953

Dear M.E.A. Member:

In an attempt to find a basis for building a stronger and more effective professional organization, the attached questionnaire was constructed and is being sent to M.E.A. members throughout Montana.

Your name was one of approximately 500 M.E.A. members picked, at random, to assist in this study. Without your co-operation, it may be impossible to determine what the professional needs of Montana teachers are. With your assistance, this study might well be the basis for an improved and more worthwhile M.E.A. You are urged to spend a few thinking minutes to complete the questionnaire and make suggestions for improvement of the M.E.A.

Your sincerity in giving frank and honest answers will be very helpful in giving real meaning to the results of this study. I know that you will be happy to assist in this project. Your help in planning for improvement will be of great value to the association.

You will be interested to know that the basis for the questions being asked resulted from conducting thirty-seven interviews with Montana teachers. Those teachers determined the problem areas that are dealt with in the questionnaire.

Because of the personal nature of many of the replies, your signature is not asked for. Be assured that your replies will be regarded as confidential and will be dealt with objectively.

The Montana Education Association has shown interest in this study and tentatively has agreed to report the findings in the Montana Education Journal for your information.

Very truly yours,

Joseph H. Lutz
High School Teacher
Belgrade, Montana

Q U E S T I O N N A I R E
With Total Tabulations

THE STATUS OF THE MONTANA EDUCATION ASSOCIATION
AS SEEN BY MONTANA TEACHERS

Answers to the following questions are intended to provide a means for determining the status of the Montana Education Association as the teachers of Montana see it. Some of the questions may not be applicable to you. Most answers require only a check mark. In the spaces provided for your ideas, feel free to write as much as you wish. All answers will be treated confidentially. DO NOT SIGN YOUR NAME.

You are encouraged to complete this questionnaire in a frank and honest manner. Only true answers will have meaning.

Please return this questionnaire in the self-addressed envelope at your earliest convenience.

Joseph H. Lutz
High School Teacher
Belgrade, Montana

A. FACTS ABOUT YOU AND YOUR POSITION:

1. What type of position do you hold? Teacher____ Supervisor____
Principal____ Superintendent____ Other____.
2. At what level do you work? Elem.____ Sec.____ Elem.& Sec.____
College____ University____ Other____
3. In what class district do you teach? 1st class____ 2nd class____
3rd class town____ 3rd class rural____
4. How long have you taught in your present location?____ years.
5. How long have you taught in Montana?____ years. How much
experience out of state?____ years. What state?____
6. How long have you worked as an educator?____ years.
7. How many years of professional training, above high school, have
you had?____ years. Degree held? None____
Bachelor's____ Master's____ Other____
8. What certificate do you hold? Emergency____ Elem. Spec.____
Sec. Spec.____ Elem. Temp.____ Sec. Temp.____ Elem. Stan.____
Sec. Stan.____ Elem. Life____ Sec. Life____ Elem. Adv.____
Sec. Adv.____ Other (name)____
9. What is your age?____ years.
10. What is your sex? Male____ Female____
11. Are you Single?____ Married?____. If married, who teaches?
Wife____ Husband____ Both____
12. If married, how many children do you have?____
13. What is your present salary? \$____ annually.
14. What is your religious affiliation? None____ Protestant____
Catholic____ Other____

*Replies to these questions may be found
in Table I, pages 8, 9, and 10.*

B. MEMBERSHIP:

1. Did you join the M.E.A. voluntarily? Yes 233 No 25
2. Do you believe that membership should be voluntary? Yes 219 No 42
3. Is provision made in your contract that you must join the M.E.A.?
Yes 21 No 236
4. Do you believe that provision for M.E.A. membership should be included in contracts? Yes 53 No 201.
5. Do you believe that the M.E.A. should have specific standards for M.E.A. membership? Yes 167 No 70

C. DUES:

1. Do you favor the present system for determining M.E.A. dues?
Yes 138 No 112
2. Would you favor a flat-figure dues for all members? Yes 113 No 124
3. Do you favor the M.E.A.-N.E.A. unified dues? Yes 172 No 62
4. What amount of dues would you consider about right? \$ _____ or _____ %
Refer to Table V, page 32.

D. COMMUNICATION BETWEEN INDIVIDUAL MEMBERS AND HOME OFFICE:

1. Have you communicated with the M.E.A. Home Office? Yes 89 No 163
How? Letter 82 Orally 30 Other 2
2. Does your local communicate voluntarily with the Home Office?
Yes 138 No 12 Don't know 87
3. Have you or your local been encouraged to communicate with the Home Office? Yes 118 No 60 By whom? Home Office 26, Local Officers
4. In your opinion, are provisions adequate to encourage individual and local communications with the Home Office? Yes 97 No 96
5. Do you know how to get a local resolution before the Delegate Assembly for action? Yes 111 No 130

E. TEACHER WELFARE BARGAINING:

1. In which of the following welfare areas has your local been active insofar as making recommendations to the Board of Trustees is concerned? Salary 178 Sick Leave 110 Tenure 56
Other Teacher Load - 2 Retirement - 1
2. To what extent have such recommendations met with success?
Not at all 13 Partially 149 Entirely 33
3. Would you consider local activity of this nature worthwhile to the local group? Yes 206 No 12
4. At the local level, has it been your experience to find the recommendations of the Delegate Assembly instrumental in helping your fight for higher standards in the areas of teacher welfare? Yes 119 No 67 Don't know 54
5. Would you consider it a better plan to carry on bargaining on a higher level than at the local level? Yes 143 No 75

F. INDIVIDUAL INTEREST AND PARTICIPATION IN M.E.A.:

1. Are you a member of an organized local? Yes 228 No 30
2. If not, has any attempt been made to organize? Yes 7 No 18
3. To what extent do you participate in M.E.A. activities?
Seldom 35 Sometimes 72 Actively 134
4. Approximately how many local meetings do you have each year? ← 9
5. To what extent do you read the M.E.A. Journal? Not at all 7
Read parts 177 Read thoroughly 71
6. Do you read the Executive-Council Meeting minutes? Yes 75 No 161
7. Did you know that Executive-Council Meeting minutes were distributed to locals? Yes 100 No 135
8. How well do you understand the M.E.A. Retirement System?
Not at all 24 Somewhat 171 Very well 54
9. Do you vote at District Conventions for officers? No 54
Sometimes 94 All the time 103
10. Are you acquainted with the M.E.A. salary schedule adopted by the 1952 Delegate Assembly? Yes 216 No 42
11. How well are you acquainted with the recommendations of the 1952 Delegate Assembly regarding teacher certification?
Not at all 65 Somewhat 150 Very well 43
12. How familiar are you with the M.E.A. Constitution?
Have never seen one 147 Have read parts of it 84
Have read it thoroughly 24

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G. CONTROL BY SCHOOL ADMINISTRATORS

1. Do you feel that your school administrator, generally, is too influential in local M.E.A. affairs? Yes 56 No 189
2. Do you consider school administrators as natural leaders in M.E.A. activities? Yes 112 No 130
3. Do you feel that administrators, as a group, exert undue influence at the district and state levels? Yes 99 No 135
4. In your opinion, does the administrator regard your local as a worthwhile organization? Yes 203 No 21
5. Does he allow time for local leaders to attend meetings and do other work in connection with the local without loss of pay? Yes 194 No 18
6. In your opinion, would this be desirable? Yes 203 No 10
7. Does he lighten the load of those staff members who hold positions of leadership in locals or districts to allow time for work in connection with the job? Yes 47 No 159
8. In your opinion, would this be desirable? Yes 133 No 76
9. If you do not have a local, do you feel that the administrator is mainly responsible for not having a local? Yes 4 No 13
10. Is a fund provided in the budget to cover expenses of substitutes and travel expenses for local leaders who have to be gone to professional meetings, etc.? Yes 109 No 57 Don't know 69
11. Does the administrator give attention to recommendations of the local? Yes 163 No 23 Don't know 45

H. MEMBERSHIP PARTICIPATION IN PLANNING DISTRICT CONVENTIONS:

1. Have you contributed to the planning and evaluating of district conventions? Yes 99 No 157
2. Would you like to have a voice in these activities? Yes 153 No 68
3. Does your local make recommendations to district officer for convention ideas? Yes 119 No 39 Don't know 76
4. Does your district work as a group in planning and evaluating district conventions? Yes 72 No 82 Don't know 86
5. Would group planning and evaluating be desirable, in your opinion? Yes 220 No 11

I. LEADERSHIP:

1. Do your District Vice Presidents call meetings for discussion of M.E.A. problems at the district level? Yes 77 No 47 Don't know 125
2. Do your District Vice Presidents ask for your opinion of your local's opinion on matters of importance? Never 42 Seldom 33 Sometimes 72 Frequently 39 Always 4
3. Do you feel that this type of leadership is advisable? Yes 192 No 13
4. Do your District Vice Presidents ask for local help in planning the district convention? Yes 104 No 43 Don't know 76
5. Are your local meetings planned in detail and well organized? Yes 153 No 75
6. Is your advice sought in the planning of local meetings? Seldom 65 Sometimes 108 Frequently 52
7. Would you like to participate in the planning of local meetings? Yes 145 No 64
8. Have any Home Office staff members attended your local meetings? Yes 108 No 110
9. Would you like to become acquainted with your Home Office representatives? Yes 204 No 17
10. Would you like to have local, district, and state leaders poll your opinion on matters of importance before action is taken? Yes 212 No 19
11. Do you believe polling would keep you better informed regarding the M.E.A. program? Yes 221 No 12
12. Would polling, in your opinion, help to stimulate interest in M.E.A. activities? Yes 213 No 15
13. Do you feel that M.E.A. leaders work in the best interest of the teachers of Montana? Yes 176 No 26 Don't know 44
14. Have you participated in a pressure group which sought to bring about M.E.A. action? Yes 63 No 179
15. Was the work of the group effective? Yes 39 No 25 Don't know 42
16. Do you believe that pressure groups working for the M.E.A. have a worthwhile function? Yes 129 No 28 Don't know 75

J. REPRESENTATION BY ELECTED OFFICIALS:

1. Does your local instruct your delegate to the Delegate Assembly?
Yes 182 No 31 Don't know 26
2. Does he carry out the instructions of the local? No 4
In part 56 Yes 130
3. Have you or your local made recommendations, at any time, to district or state officials? Yes 143 No 47 Don't know 7
4. Did your recommendations meet with favorable action?
Yes 48 No 20 Don't know 90
5. How well, in your opinion, do elected officials represent the thinking of Montana teachers?
Very poorly 42 Fairly well 158 Very well 20
6. Do you feel that leaders should represent the ideas of the membership? Not at all 3 Most of the time 150 All of the time 79

K. DEFINITENESS OF PROGRAM:

1. How well do you understand the objectives of the M.E.A.?
Not at all 9 Somewhat 178 Very well 63
2. How well do you understand the action program of the M.E.A.?
Not at all 34 Somewhat 189 Very well 28
3. Would in-service training aimed at a better understanding of objectives and action programs of the M.E.A. be valuable to you?
Yes 197 No 44
4. Are you kept regularly informed as new programs for action are initiated? Yes 113 No 118
5. If not, who is to blame? Local officers 25 District officers 12
State officers 15 Home Office 14 Don't know 86 Self 3

L. FIELD SERVICES--LIAISON:

- Personnel*
1. Has your local been visited by ~~the Home Office~~ *Personnel* from the Home Office? No 119 Yes 86. If so, how often? 43 (once in 1-3)
 2. Would such a visit, from time to time, be desirable? Yes 199 No 7
 3. Have you or your local requested such a visit? Yes 66 No 93
 4. Would you favor occasional visits by Home Office staff members as a means of keeping the locals informed? Yes 205 No 11

M. PUBLIC RELATIONS:

1. Do you participate in keeping the public informed of the work of the M.E.A.? No 137 Yes 94 How Newspapers-23 Personal Contacts-21 P.T.A.-6 Speeches-4 Publications
2. Does your local have an organized public relations program?
Yes 80 No 116 Don't know 34
3. What activities are carried on by the public relations program?
News releases 85 Public invited to meetings 33 Radio Programs 26
Others Business Education Day-4
4. Do you feel that activities of this type should be included in the local's program? Yes 210 No 5
5. In your opinion, is the public relations program of the Home Office adequate? Yes 35 No 82 Don't know 120

N. WORK OF TRAINING INSTITUTIONS:

1. Did you receive any instruction regarding professional organization membership in your training institution? Yes 97 No 145
2. Was a Future Teachers Club available to you at the training institution that you attended? Yes 57 No 183
3. Was it well organized and effective? Yes 37 No 42
4. Did you participate in the activities of the Future Teachers Club? Yes 33 No 102
5. To what extent were staff members at your training institution interested in professional matters? Not noticeably 44
Somewhat 72 A great amount 67
6. Do you have a Future Teachers Club in the school where you teach? Yes 34 No 182
7. Would you consider more emphasis on M.E.A. membership at the training institution level helpful in developing more professionally minded teachers? Yes 182 No 42

O. WORK OF STATE LEVEL STANDING COMMITTEES:

1. To what extent are you familiar with the work done by M.E.A. standing committees? Not at all 101 Somewhat 139
Very well 13
2. Have these committees contacted you for suggestions? Yes 35 No 207
3. Are time and funds provisions adequate for allowing these committees to do good work? Yes 11 No 33 Don't know 187
4. Are the recommendations of the standing committees effective in terms of action? Yes 25 No 10 Don't know 195

P. FUNCTIONAL CODE OF ETHICS:

1. Have you seen a copy of the M.E.A. code of ethics? Yes 126 No 126
2. In your opinion, what is a code of ethics? A set of ideals 34
Rules of Conduct 21 A combination of both 182
Other _____
3. Would you favor a commission at the state level to investigate violations of a code of ethics and to recommend disciplinary action? Yes 138 No 82
4. Would you favor the M.E.A.'s conducting a thorough study to determine our needs for a functional code of ethics? Yes 187 No 37
5. Would you favor the M.E.A.'s assuming the responsibility for enforcing a strong code of ethics? Yes 139 No 79

Q. LEGAL STATUS OF THE M.E.A.:

1. Would you favor a state law that would establish the M.E.A. as a legal organization with all the rights and privileges accorded to such groups? Yes 143 No 63
2. In your opinion, would such a group be more capable of effecting decisions of the organizations? Yes 122 No 33 Don't know 57
3. Would you be in favor of the M.E.A. staff's providing M.E.A. members with legal services? Yes 150 No 60

R. EFFECTING RECOMMENDATIONS OF THE M.E.A. DELEGATE ASSEMBLY:

1. Have you or your local been successful in effecting recommendations (e.g., salary shedule) of the Delegate Assembly?
No 72 In part 115 To a large extent 12
2. Do you feel that we have any sure method for effecting recommendations of the Delegate Assembly? Yes 28 No 166
3. What suggestions do you have regarding this matter? _____

Answers to question R-3 and S may be found on the following pages.

S. YOUR IDEAS FOR IMPROVEMENT OF THE M.E.A.:

In the space below, you are encouraged to give your ideas for improving the M.E.A. so that it will be more beneficial to you as an educator. If you refer back to a question, please refer to section and question number(e.g., B-5).

SUGGESTIONS GIVEN IN RESPONSE TO QUESTION R-3

Publicity-The following suggestions have to do with publicity. Numbers indicate the number of persons who contributed such a comment:

- | | |
|---|----|
| 1. More publicity. | 11 |
| 2. School boards should be on M.E.A. mailing list. | 1 |
| 3. A better selling job to the public | 5 |
| 4. School administrators must be sold on M.E.A. recommendations and policy. | 2 |

The following suggestions are of a miscellaneous nature:

- | | |
|---|----|
| 1. Members must support action of the M.E.A. delegate assembly. | 12 |
| 2. M.E.A. should spend more money for lobbying to effect recommendations. | 4 |
| 3. Districts must show more aggressiveness. | 3 |
| 4. Administrators must represent M.E.A. to school boards. | 3 |
| 5. M.E.A. should try out ideas before supporting them. | 2 |
| 6. Delegates should have more time to study proposals before taking action. | 2 |
| 7. Must break large school control of delegate assembly. | 1 |
| 8. State office should organize locals for action. | 1 |
| 9. Closer cooperation with State Department of Public Instruction is necessary. | 1 |
| 10. Resolutions for delegate assembly should come from locals on initiative basis only. | 1 |
| 11. Should have standards for delegates to delegate assembly. | 1 |
| 12. Need teeth to enforce action taken by delegate assembly. | 4 |

ANSWERS GIVEN IN RESPONSE TO QUESTION-S

The responses given to question S have been divided into categories as listed below:

Dues

- | | |
|--|----|
| 1. Dues too high for benefits received. | 13 |
| 2. Flat rate dues needed. | 13 |
| 3. Establish budget and charge accordingly | 5 |
| 4. Use dues for group get-togethers at local and district levels to formulate ideas. | 1 |

Public Relations

- | | |
|--|----|
| 1. Give more information to members. | 10 |
| 2. Need closer contact with individuals. | 22 |
| 3. Better publicity. | 8 |
| 4. Have beginners manual for new teachers. | 1 |

Participation

- | | |
|--|---|
| 1. Teachers must give more to M.E.A. | 9 |
| 2. Teachers lack desire to participate. | 7 |
| 3. Attitude of teachers poor toward M.E.A. | 5 |
| 4. Teachers must accept responsibilities. | 7 |

Standards

- | | |
|--|----|
| 1. School teachers must have means for enforcing a code of ethics. | 20 |
| 2. Must have means for enforcing certification standards. | 14 |
| 3. Need a compulsory salary schedule | 8 |
| 4. Higher standards for membership needed. | 10 |

Conventions

- | | |
|---|----|
| 1. System of conventions needs revamping. | 13 |
| 2. Need a state-wide convention. | 2 |
| 3. Each local should be involved in district conventions. | 1 |

Function and Methods

- | | |
|---|----|
| 1. M.E.A. should deal exclusively with teacher welfare. | 1 |
| 2. Should use union tactics. | 1 |
| 3. Definiteness of program lacking. | 8 |
| 4. More democratic methods needed. | 10 |
| 5. Leaders should represent membership. | 4 |

ANSWERS GIVEN TO QUESTION-S (continued)

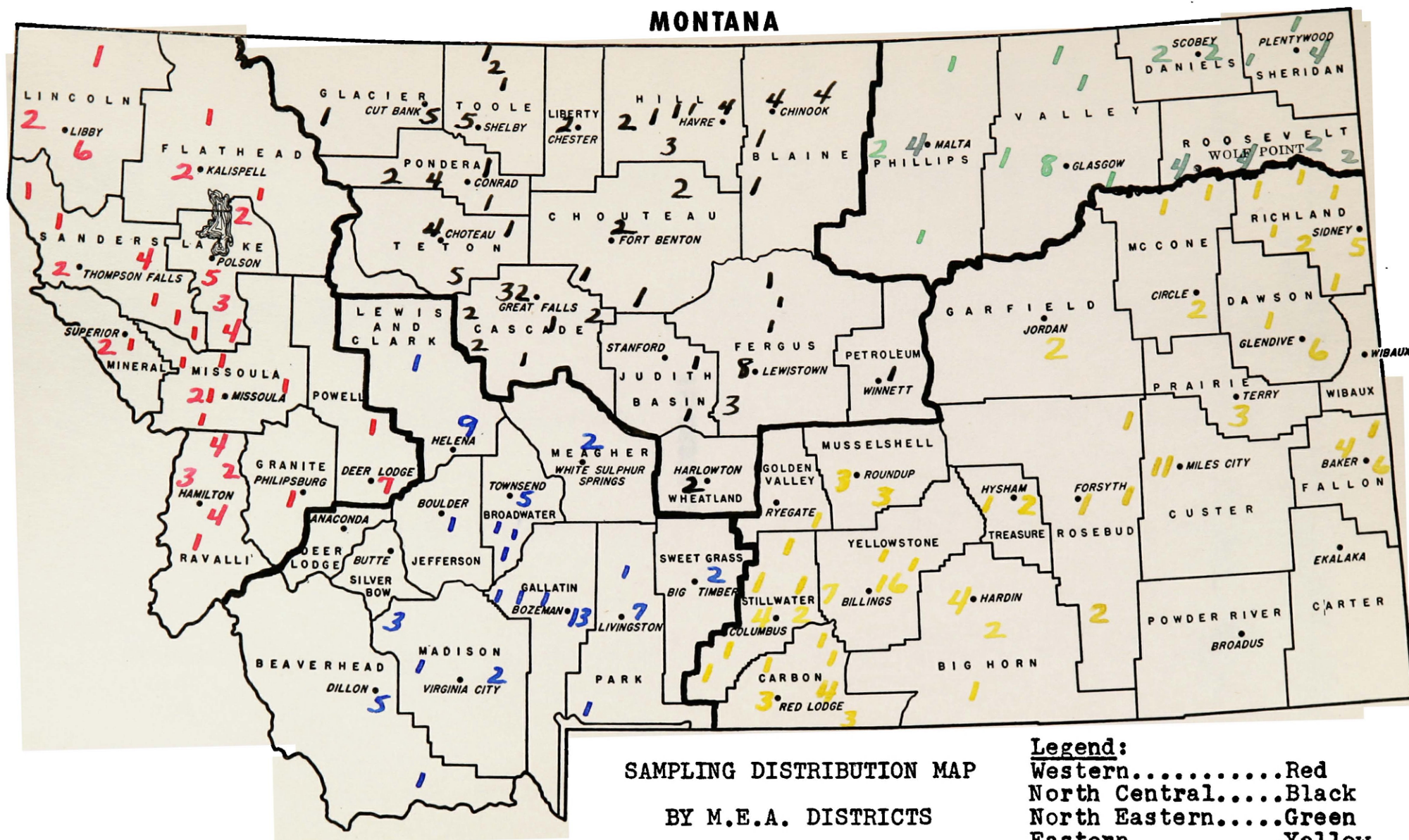
Organization

- | | |
|--|---|
| 1. Better organization of locals needed. | 4 |
| 2. Need legal status for M.E.A. | 4 |
| 3. Mandatory membership for all teachers. | 3 |
| 4. Executive council should represent
all sizes of schools. | 1 |
| 5. Cut out dead-wood in Home Office. | 1 |
| 6. Hire experts for study of certain areas. | 1 |
| 7. Need a better research program. | 1 |

Miscellaneous

- | | |
|---|----|
| 1. Administrators too strong in M.E.A. | 6 |
| 2. General improvement in Journal needed. | 7 |
| 3. More effort by training institutions
necessary. | 4 |
| 4. More locals needed. | 3 |
| 5. Increase dues and buy legislation. | 2 |
| 6. Better reporting of delegate assemblies
necessary at local level. | 1 |
| 7. Teacher loyalty to organization needed. | 1 |
| 8. There has been too much emphasis on
membership. | 1 |
| 9. Must develop means for strengthening
position of M.E.A. with school boards. | 10 |
| 10. Too much administrative pressure locally | 1 |
| 11. Administrators should not be present
at local M.E.A. meetings. | 1 |
| 12. Consider schoolmaster ideas more. | 1 |
| 13. Do away with schoolmasters. | 1 |

APPENDIX B



APPENDIX C

NUMBERS OF RESPONSES TO QUESTIONNAIRE QUESTIONS
FROM EACH M. E. A. DISTRICT

<u>QUESTION</u>	<u>ANSWER</u>	<u>SOUTH WEST</u>	<u>NORTH EAST</u>	<u>WESTERN</u>	<u>NORTH CENTRAL</u>	<u>EASTERN</u>
B-1	Yes	37	22	55	64	55
	No	1	5	7	6	6
B-2	Yes	32	18	59	61	49
	No	6	9	7	9	11
B-3	Yes	0	9	4	3	5
	No	38	18	58	66	56
B-4	Yes	6	11	11	13	12
	No	31	15	51	57	47
B-5	Yes	25	18	38	50	38
	No	12	9	16	18	15
C-1	Yes	17	16	38	32	35
	No	19	9	24	38	22
C-2	Yes	19	8	24	37	25
	No	16	13	34	30	31
C-3	Yes	22	18	50	43	39
	No	12	7	11	20	12
C-4	\$15.00	10	2	6	14	8
	10.00	6	6	6	10	9
	5.00	0	0	4	7	4
	20.00	1	1	2	1	0
	25.00	0	0	2	0	0
	18.00	1	0	1	0	0
	2.00	0	0	0	1	0
	12.50	1	0	1	0	0
	8.00	0	0	0	1	0
	1/2 of 1 %	14	14	28	23	31
	1/4 of 1 %	1	1	0	3	4
	3/5 of 1 %	0	0	0	1	0
	1/3 of 1 %	0	0	1	0	0
	1/8 of 1 %	0	0	0	0	1
	1 %	0	1	1	0	1
D-1	Yes	20	10	20	20	19
	No	18	16	42	49	38
	Letter	14	9	30	16	13
	Orally	8	4	5	8	5
	Other	1	0	1	0	0
D-2	Yes	21	9	35	35	38
	No	1	3	2	2	4
	Dont Know	15	11	19	27	15

<u>QUESTION</u>	<u>ANSWER</u>	<u>SOUTH WEST</u>	<u>NORTH EAST</u>	<u>WESTERN</u>	<u>NORTH CENTRAL</u>	<u>EASTERN</u>
D-3	Yes	16	9	33	32	28
	No	10	8	12	17	13
	Home Off.	5	2	11	3	5
	Local Off.	5	3	5	4	9
D-4	Yes	13	7	30	22	25
	No	13	12	15	37	19
D-5	Yes	20	9	29	27	26
	No	17	14	29	39	31
E-1	Salary	28	13	50	45	42
	Sick Leave	11	11	33	38	17
	Tenure	7	7	13	15	14
	Retirement	1	0	0	0	0
	Tchg.Load	1	0	1	0	0
E-2	Not at all	1	1	3	5	3
	Partially	22	9	46	36	36
	Entirely	8	5	4	12	4
E-3	Yes	30	17	52	59	48
	No	1	0	6	2	3
E-4	Yes	17	14	25	32	31
	No	11	3	18	21	14
	Dont Know	9	4	17	15	9
E-5	Yes	23	14	33	37	36
	No	9	7	22	22	15
F-1	Yes	32	20	59	64	53
	No	6	7	3	6	8
F-2	Yes	2	0	2	3	0
	No	5	5	2	2	4
F-3	Seldom	6	2	6	11	10
	Sometimes	12	7	14	20	19
	Actively	20	14	33	38	29
F-4	Number	9	4	24	15	21
	of	8	4	11	8	13
	meet-	4	1	1	16	7
	ings	6	3	9	6	4
		5	2	1	3	4
		3	0	3	4	0
		10	1	2	4	2
		7	1	4	1	1
		12	0	1	2	0
		0	1	0	0	0
		2	0	0	1	1
		18	0	1	0	0
		15	1	0	0	0
		30	0	0	1	0

<u>QUESTION</u>	<u>ANSWER</u>	<u>SOUTH WEST</u>	<u>NORTH EAST</u>	<u>WESTERN</u>	<u>NORTH CENTRAL</u>	<u>EASTERN</u>
F-5	Not at all	1	0	3	3	0
	Read Parts	27	15	45	47	43
	Read Thoro.	10	12	13	19	17
F-6	Yes	21	6	11	22	15
	No	16	20	48	38	39
F-7	Yes	17	6	21	29	27
	No	19	21	37	40	38
F-8	Not at all	0	1	7	8	8
	Somewhat	28	21	41	44	37
	Very Well	10	6	12	14	12
F-9	No	9	3	11	17	14
	Sometimes	9	7	24	27	27
	All the tim	20	15	25	25	18
F-10	Yes	33	21	50	60	52
	No	5	6	12	10	9
F-11	Not at all	8	9	17	16	15
	Somewhat	19	12	38	44	37
	Very Well	11	7	6	10	9
F-12	Never Seen	21	16	36	39	35
	Read Parts	12	5	20	25	22
	Read Thoro.	4	6	6	4	4
G-1	Yes	10	8	10	18	10
	No	26	15	50	50	48
G-2	Yes	15	17	28	31	21
	No	19	10	32	35	34
G-3	Yes	20	8	22	25	24
	No	12	17	35	39	32
G-4	Yes	26	20	56	50	51
	No	4	2	3	8	4
G-5	Yes	26	19	51	54	44
	No	2	1	4	4	7
G-6	Yes	31	20	53	52	47
	No	2	0	2	1	5
G-7	Yes	6	2	16	11	12
	No	25	18	37	44	35
G-8	Yes	20	10	35	37	31
	No	9	10	21	18	18

		-85-				
<u>QUESTION</u>	<u>ANSWER</u>	<u>SOUTH WEST</u>	<u>NORTH EAST</u>	<u>WESTERN</u>	<u>NORTH CENTRAL</u>	<u>EASTERN</u>
G-9	Yes	0	1	2	0	1
	No	5	2	1	3	2
G-10	Yes	13	11	34	30	19
	No	12	4	12	14	15
	Dont Know	7	7	16	18	21
G-11	Yes	23	16	45	39	40
	No	3	2	3	7	8
	Dont Know	6	3	13	15	8
H-1	Yes	24	14	24	20	17
	No	13	12	37	50	45
H-2	Yes	29	16	33	41	34
	No	6	5	19	19	19
H-3	Yes	26	11	25	28	29
	No	3	5	4	15	12
	Dont Know	6	5	29	21	15
H-4	Yes	18	7	14	18	17
	No	13	7	21	24	17
	Dont Know	6	7	25	26	22
H-5	Yes	34	21	53	60	52
	No	0	0	3	5	3
I-1	Yes	19	6	16	20	16
	No	2	11	9	16	9
	Dont Know	15	11	33	32	34
I-2	Never	2	7	15	13	5
	Seldom	7	4	7	8	7
	Some times	13	6	17	17	19
	Frequently	9	2	6	11	11
	Always	1	0	2	0	1
I-3	Yes	29	20	51	53	39
	No	2	1	3	3	4
I-4	Yes	25	8	21	26	24
	No	1	6	9	17	10
	Dont Know	9	8	25	17	17
I-5	Yes	16	9	42	45	41
	No	18	11	16	17	13
I-6	Seldom	10	9	16	17	13
	Some times	12	11	32	27	26
	Frequently	7	1	11	18	15

<u>QUESTION</u>	<u>ANSWER</u>	<u>SOUTH WEST</u>	<u>NORTH EAST</u>	<u>WESTERN</u>	<u>NORTH CENTRAL</u>	<u>EASTERN</u>
I-7	Yes	25	13	35	39	33
	No	6	6	14	24	14
I-8	Yes	19	5	37	20	27
	No	14	15	18	38	25
I-9	Yes	28	20	53	57	46
	No	3	2	2	6	4
I-10	Yes	30	22	50	61	49
	No	4	0	6	3	6
I-11	Yes	30	23	53	62	53
	No	3	0	5	2	2
I-12	Yes	29	23	52	60	49
	No	3	1	6	3	2
I-13	Yes	23	19	45	45	44
	No	6	2	4	9	5
	Dont Know	8	4	11	14	7
I-14	Yes	18	3	15	18	9
	No	17	21	44	49	48
I-15	Yes	13	1	9	10	6
	No	2	2	7	11	3
	Dont Know	5	5	9	16	7
I-16	Yes	20	15	29	37	28
	No	6	1	5	9	7
	Dont Know	10	6	20	20	19
J-1	Yes	29	15	52	43	43
	No	3	3	3	10	12
	Dont Know	3	2	7	11	3
J-2	No	1	0	1	2	0
	In Part	12	9	16	13	6
	Yes	18	7	35	34	36
J-3	Yes	26	7	42	32	36
	No	4	13	4	17	9
	Dont Know	1	0	2	3	1
J-4	Yes	12	2	12	9	13
	No	9	1	2	6	2
	Dont Know	7	5	31	21	26
J-5	Very Poorly	9	5	6	16	6
	Fairly Well	21	10	48	38	41
	Very Well	2	4	3	5	6

<u>QUESTION</u>	<u>ANSWER</u>	<u>SOUTH WEST</u>	<u>NORTH EAST</u>	<u>WESTERN</u>	<u>NORTH CENTRAL</u>	<u>EASTERN</u>
J-6	Not at all	1	0	0	2	0
	Most of time	23	8	41	38	40
	All of time	9	12	17	24	17
K-1	Not at all	1	2	0	5	1
	Somewhat	26	18	42	49	43
	Very Well	10	6	18	16	13
K-2	Not at all	5	4	5	13	7
	Somewhat	25	18	52	47	47
	Very Well	6	3	3	10	6
K-3	Yes	29	19	45	56	48
	No	6	7	12	12	7
K-4	Yes	16	8	32	25	32
	No	19	14	22	39	24
K-5	Local Off	9	3	4	8	1
	Dist. Off	1	2	3	5	1
	State Off	1	3	2	5	4
	Home Office	4	1	1	7	1
	Dont Know	13	11	15	26	21
L-1	No	15	12	29	36	27
	Yes	17	7	26	16	20
	Once in 3 yr	11	8	19	3	2
L-2	Yes	31	17	49	53	49
	No	2	1	0	4	0
L-3	Yes	17	3	18	15	13
	No	8	13	25	30	17
L-4	Yes	29	20	56	52	48
	No	4	1	1	3	2
M-1	No	18	13	33	40	33
	Yes	16	10	22	23	23
	Per. Contacts	6	3	5	4	2
	Newspapers	4	3	8	5	3
	P.T.A.	0	2	1	1	2
	Speeches	3	1	0	0	0
	Publications	1	1	1	1	0
M-2	Yes	5	3	22	21	29
	No	23	16	27	31	19
	Dont Know	6	2	9	11	6

<u>QUESTION</u>	<u>ANSWER</u>	<u>SOUTH WEST</u>	<u>NORTH EAST</u>	<u>WESTERN</u>	<u>NORTH CENTRAL</u>	<u>EASTERN</u>
M-3	News Releases	6	5	27	22	25
	Pub. Invited	3	4	6	8	12
	Radio Program	1	0	8	5	12
	Bus.Ed.Day	0	0	0	4	0
M-4	Yes	33	17	52	56	52
	No	0	2	2	1	0
M-5	Yes	7	3	7	11	7
	No	17	10	16	26	13
	Dont Know	12	10	35	28	35
N-1	Yes	18	9	17	29	24
	No	19	14	39	39	34
N-2	Yes	8	6	14	21	8
	No	29	16	46	46	46
N-3	Yes	5	4	11	10	7
	No	9	3	8	16	6
N-4	Yes	6	4	8	12	3
	No	13	8	25	30	26
N-5	Not Noticeably	8	5	11	12	8
	Somewhat	13	3	18	22	16
	Great Deal	9	9	21	22	16
N-6	Yes	4	2	12	4	12
	No	31	20	45	52	34
N-7	Yes	29	17	45	52	39
	No	5	3	13	12	9
O-1	Not at all	11	11	27	30	22
	Somewhat	23	13	33	35	35
	Very Well	4	0	2	5	2
O-2	Yes	6	2	12	8	7
	No	29	21	48	58	51
O-3	Yes	0	1	1	6	3
	No	6	4	7	11	5
	Dont Know	28	15	50	50	44
O-4	Yes	2	2	7	7	7
	No	2	2	2	3	1
	Dont Know	30	15	49	55	46
P-1	Yes	19	13	28	35	31
	No	19	11	34	34	28

<u>QUESTION</u>	<u>ANSWER</u>	<u>SOUTH WEST</u>	<u>NORTH EAST</u>	<u>WESTERN</u>	<u>NORTH CENTRAL</u>	<u>EASTERN</u>
P-2	Ideals	4	3	4	14	9
	R.of Conduct	5	4	6	2	4
	Combination	30	17	47	49	39
P-3	Yes	21	16	33	40	28
	No	13	5	21	23	20
P-4	Yes	28	21	44	51	45
	No	7	2	7	14	7
P-5	Yes	24	15	33	40	27
	No	12	5	19	22	21
Q-1	Yes	22	17	32	38	34
	No	8	6	16	17	16
Q-2	Yes	19	13	27	34	29
	No	4	5	7	9	8
	Dont Know	9	4	18	13	13
Q-3	Yes	24	18	33	44	31
	No	8	2	20	13	17
R-1	No	11	10	12	21	18
	In Part	20	6	38	25	26
	Large Extent	3	3	3	4	4
R-2	Yes	2	3	9	10	4
	No	30	15	40	43	38

Questions R-3 and S asking for suggestions and ideas for improvement in the Montana Education Association, received answers that were not practical to record on this appendix. Those answers may be found by referring to the last pages of Appendix A.